SCHOOL PSYCHOLOGY PROGRAM
UNIVERSITY OF MEMPHIS

MA/EdS
PROGRAM HANDBOOK
For
Faculty and Students
2020-2021

Revised July 28, 2020

Note: The PhD School Psychology Program has a separate handbook. For information related to the PhD degree, please contact Dr. Beth Meisinger

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PART I:
Institutional Context and Resources

School Psychology Program Faculty

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901-678-4676 Office
901-678-2579 FAX
tfagan@memphis.edu
Ph.D. 1969, Kent State University
Interests: School psychology foundations, history and development of the field, demographic characteristics, historical biographies

Dr. Randy Floyd, Professor and Director of the PhD Program
Rm. 332 Psychology Bldg.,400 Innovation Dr.
University of Memphis, Memphis, TN 38152-3230.
901-678-4846 Office
901-678-2579 FAX
rgfloyd@memphis.edu
Ph.D. 1999, Indiana State University.
Interests: Psychoeducational assessment, theories of intelligence, academic achievement

Dr. Sarah Irby, Instructor
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Sarahmirby@gmail.com
Ph.D. 2014, University of Memphis
Interests: School psychology assessment, consultation and interventions, field supervision

Dr. Beth Meisinger, Associate Professor & Associate Director of the PhD Program
Rm. 338 Psychology Bldg., 400 Innovation Dr.
University of Memphis, Memphis, TN 38152-3230.
901-678-3435 Office
901-678-2579 FAX
bmsinger@memphis.edu
Ph.D. 2006, University of Georgia
Interests: Academic and behavioral interventions, consultation, school mental health

THE SCHOOL PSYCHOLOGY PROGRAM COMMITTEE (SPPC): 2020-2021

Starting with the fall semester, 2015, the SPPC replaced the former School Psychology Coordinating Committee that governed the MA/EdS Program from 1976-2015. The SPPC governs both the MA/EdS and the MS/PhD programs (See Handbook III-I, p. 44-46). The committee members are:

Dr. Tom Fagan, Professor & Director of the MA/EdS School Psychology Program, 678-4676. tfagan@memphis.edu Served as SPPC chair 2015-2016, 2017-2018, 2019-2020

Dr. Randy Floyd, Professor, 678-4846. rgfloyd@memphis.edu Served as SPPC chair 2016-2017, 2018-2019, 2020-2021

To be named, Clinical Assistant Professor,

Dr. Beth Meisinger, Associate Professor and Director of the PhD School Psychology Program, 678-3435. bmsinger@memphis.com Serves as SPPC chair 2020-2021

Dr. Steve Zanskas, Dean's Faculty Fellow, College of Education, 678-2399. szanskas@memphis.edu

The School Psychology Association (SPA)
President: Emily Lewis
Vice President: Kerry Jones
Social Chair: Sascha Young
Service Chair: Sequoya Fitzpatrick
Webmaster: Hannah Manning

Div. 16 SASP Representative: TBA
TASP & NASP Representative: Alexander Eiland

Graduate Student Coordinating Committee (GSCC)
President: Lauren Schenck
Vice President: Taylor Napier
Secretary: Jessica Cook
Webmaster/Archivist: Lacy Jamison
Treasurer: Mary Keenan
Clinical Representative: CeCe Olin
Experimental Representative: Mary Estes
MSGP Representative: Brooke Buckley
School Representative: Kerry Jones (Automatically SPA VP)
Member-At-Large: Rebecca Zakarian
Wellness Representative: Jess Mandell
Service Representative: Rachel Younger

Important Contacts

Psychology Department. 202 Psychology Bldg., 400 Innovation Dr., University of Memphis, Memphis, TN 38152-3230. 678-2145, FAX: 678-2579 Website: www.memphis.edu/psychology
Psychological Services Center. Rm. 126 Psychology Bldg. 678-2147

College of Education
Dr. Steve Zanskas, Dean's Faculty Fellow, College of Education, 678-2399.
szanskas@memphis.edu

Graduate Studies: BH 215, Stormy Warren, 678-2363
Office of Teacher Education & Student Support Services (678-2377): BH 202, Mary Lanier, 678-4309, mlanier@memphis.edu Assoc. Director is Jennifer Nelson jmnelsn1@memphis.edu
CAEP Accreditation Coordinator: Dr. Mary Ransdell, mransdll@memphis.edu

Graduate School http://memphis.edu/gradschool
Dr. Robin Poston, Dean of the Graduate School
201D FedEx Institute of Technology (901) 678-5739 rposton@memphis.edu
Jennifer Beech, Graduation Analyst, jgbrooks@memphis.edu, 678-3560

Shelby County Schools
Celia Moore, Director, Division of Exceptional Children
2930 Airways, Memphis, TN 38116. 901-416-5600, moorecs2@scsk12.org
Dr. Mary Berk: berkmr@scsk12.org
Dr. Natalie Wilkins: wilkinsn1@scsk12.org
Dr. Vance Stewart, Mental Health Center Services, Supervising Psychologist. 901-473-2721
STEWARTGV@scsk12.org

TN State Department of Education
Andrew Johnson Tower, 7th Flr., 710 James Robertson Pkwy., Nashville, TN 37243-1102,
Contact Joanna Bivins, 615-741, 9231 joanna.bivins@tn.gov

TN Department of Health, Health Related Boards: Psychology
665 Mainstream Dr., 2nd flr., Nashville, TN 37243. (615) 741-5735 local or 1-800-778-4123
https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board.html

American Psychological Association
750 First St. NE, Washington, DC 20002-4242, 800-374-2721. www.apa.org
National Association of School Psychologists
4340 East west Hwy., Suite 402, Bethesda, MD 20814.
301-657-0270, toll free: 866-331-NASP. www.nasponline.org

Tennessee Association of School Psychologists
Contact: Heather Stewart, President. heather.stewart@knoxschools.org
or www.tasponline.org
West TN Representatives, Mary McCollum, mmccollum@colliervilleschools.org
& David Jones, djones@tipton-county.com

Tennessee Psychological Association
Contact: Dr. Yvonne Osborne, President, www.tpaonline.org, or yhosborne@aol.com

Important Resources, Publications, and Events

Department of Psychology, Graduate Program Handbook
Department of Psychology: http://www.memphis.edu/psychology **This site also connects to related sites in the department and the graduate school.**
http://memphis.edu/gradcatalog/
College of Education http://memphis.edu/coe/
University of Memphis Graduate Bulletin: http://catalog.memphis.edu/index.php
UM Code of Student Conduct: http://www.memphis.edu/osa/pdfs/csrr.pdf
Codes of Ethics of the APA www.apa.org/ethics/code/ **and the NASP**
https://www.nasponline.org/standards-and-certification/professional-ethics

Journals

Journal of Applied School Psychology
Psychology in the Schools
School Psychology
Professional Psychology: Research & Practice
J. Educational & Psychological Consultation
Canadian J. of School Psychology
International J. of School & Educational Psychology
Journal of School Psychology
School Psychology International
School Psychology Forum (NASP online)
School Psychology Review
J. Psychoeducational Assessment
Contemporary School Psychology (Calif.)

Newsletters

Communique, National Association of School Psychologists
The School Psychologist, Division of School Psychology, APA
The Tennessee School Psychologist, TASP

Web Sites for School Psychology Information

National Association of School Psychologists: www.nasponline.org
American Psychological Association: www.apa.org
APA Division of School Psychology: www.apadivisions.org/division-16
TN Association of School Psychologists: www.tasponline.org
NASP Listserv (open): NASP-Listserv-subscribe@yahoogroups.com

Calendar of Events 2020-2021

APA Annual Conventions
August 12-15, 2021 San Diego, CA

NASP Annual Conventions
February 23-26, 2021 Salt Lake City, UT

TASP Mid-South Conference, October 18-21, 2020, Murfreesboro, TN, Embassy Suites
TASP Spring Institute, March-April, 2021, TBA
TPA Annual Convention, October/November, 2020, Nashville Airport Marriott

THE PROGRAM AND INSTITUTIONAL CONTEXT

The University of Memphis

History: The University of Memphis was founded under the auspices of the General Education Bill, enacted by the Tennessee Legislature in 1909. Known originally as West Tennessee Normal School, the institution opened its doors September 10, 1912. In 1925 the name of the college changed to West Tennessee State Teachers College. The college changed names again in 1941, becoming Memphis State College, and in 1950 graduate studies were initiated. In 1957 the state legislature designated Memphis State full university status. The first doctoral programs began in 1966. In 1983 MSU became the first public university in Tennessee to gain accreditation of its entire curriculum. In 1994 MSU became The University of Memphis, and the Ned R. McWherter Library was completed.

Moving into the 21st century, the Kemmons Wilson School of Hospitality and Resort Management and the FedEx Institute of Technology have made their mark on the University landscape. Today, the University of Memphis is one of Tennessee's three comprehensive doctoral-extensive institutions of higher learning. Situated in a beautiful park-like setting in the state's largest city, it was the flagship of the Tennessee Board of Regents system; in 2016-2017 the UM transitioned to its own governing board. The university awards more than 3,000 degrees annually. With an enrollment of approximately 21,000 students, The University of Memphis has 24 Chairs of Excellence, more than any other Tennessee university, and five state-approved Centers of Excellence.

Mission: The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.

Accreditation: The University of Memphis is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, first professional, master's, educational specialist's, and doctoral degrees.

Major Divisions of the University: College of Arts and Sciences, Fogelman College of Business and Economics, College of Communication and Fine Arts, College of Education, Herff College of Engineering, Kemmons Wilson School of Hospitality and Resort Management, University College, Loewenberg College of Nursing, School of Communication Sciences and Disorders, School of Public Health, School of Health Studies, Cecil C. Humphreys School of Law, University College, and the Graduate School.

Degrees: The University of Memphis offers 17 bachelor's degrees in more than 250 areas of study, master's degrees in over 55 subjects, and doctoral degrees in 23 disciplines in addition to the Juris Doctor (law) and a specialist degree in education.

Library: The University's Ned R. McWherter Library provides one of the most electronically up-to-date information repositories within hundreds of miles. Library collections contain more than 13 million items, which include monographs, periodical volumes, federal and state documents, maps and manuscripts. Holdings include nearly 3.1 million microformat materials and more than a million bound volumes.

Information Technology: The U of M provides state-of-the-art computing facilities for student and faculty use, including a 24-hour TigerLAN lab. Thirty-five additional labs with more than 700 PC and Macintosh workstations and nearly "smart" classrooms complement teaching and research.

Center and Chairs of Excellence: The University has five state-approved Centers of Excellence: Center for Applied Psychological Research, Center for Earthquake Research and Information, Center for Research Initiatives and Strategies for the Communicatively Impaired, Center for Research in Educational Policy, and the Institute of Egyptian Art and Archaeology. There are 25 endowed Chairs of Excellence.

Facts: From the UM Website and Office of Institutional Research
Average entering ACT Scores: UMemphis 22.5, State of Tennessee 19.6, U.S. 20.8
Campus Size: 1,607 acres, 239 buildings at 8 sites.
Operating Budget: $478 million. Full-time faculty: 930, Employees 2,500 (Fall, 2019)
Spring 2019 Enrollment Data:
Enrollment Total 19,714; Undergraduate 15,636, Graduate 4078 (includes Law School 305)
Total Enrollment Undergraduate: Male 41%%, Female 59%
Total Enrollment Graduate (includes Law School): Male 40%, Female 63%
Undergraduate Ethnicity: White 48%, Black 34%, Hispanic 6%, Asian 4%, Other 7%
Graduate Ethnicity (includes Law School): White 55%, Black 24%, Hispanic 4%, Asian 5%, Other 12%
Graduate (includes Law School): Full-Time 43%, Part-Time 57% (Spring 2019)
Tuition & Fees:

In-State Graduate (full-time, at least 10 hrs.) $11,940/year plus fee (Fall, 2019)
Out-of-State Graduate (full-time, at least 10 hrs.) $15,780/year plus fee (Fall, 2019)
International Graduate (full-time, at least 10 hrs.) $19,620/year plus fee (Fall, 2019)

The Department of Psychology

Mission: Psychology is a major discipline which contributes to the social and natural sciences. The primary mission of the Department of Psychology is to advance the science and profession of psychology through the production and dissemination of knowledge related to the discipline, and the preparation of academic and professional psychologists. Consistent with the mission of the Center for Applied Psychological Research (CAPR), departmental emphasis is placed upon scholarly activities which maintain and enhance the department's national research reputation. The department strives to provide high quality liberal and general education for undergraduate students, a coherent, high quality program for its majors and graduate students, service courses to students in other majors, and services to the general public. The breadth of the faculty's commitment is reflected in graduate programs in both basic and applied science and in diverse research and scholarly pursuits. The department's mission is consistent with the university's mission to advance learning through excellence in teaching, research, and service. In 2019-2020 the department employed 34 full-time and 16 part-time faculty (including adjuncts), and 14 full-time office staff including the Institute for Intelligent Systems (IIS) and the Psychological Services Center (PSC).

History and Degrees: Psychology was established as an independent department in 1947. Authorization to award the master's degree was granted in 1960 and the first such degree was granted in 1962. The Ph.D. program in psychology was begun in 1966. For fall semester 2019 there were 125 students enrolled: There were 42 doctoral students in clinical, 15 in experimental, and 14 in school psychology. There were 33 students enrolled in the Master of Science in General Psychology (MSGP) and 21 in the Master of Arts/Educational Specialist in School Psychology (MA/EdS) Program. Graduate students have a voice in policy and decision-making

through elected representatives to the department, and students are full members of several committees in the department. The training program in clinical psychology has been continuously accredited by the American Psychological Association since 1972. The MA/EdS program in school psychology has been continuously NASP approved since 1988. The PhD school psychology program was accredited by the APA in fall, 2014.

Facilities: The Department of Psychology occupies a building of 88,000 square feet on the main University campus. This four-story structure contains two complete floors of animal and human research laboratories allowing all types of psychological investigation, a clinic (Psychological Services Center), undergraduate laboratories, a data analysis center, classrooms, and offices for all Psychology Department faculty and full-time graduate students. Classrooms are modern and equipped with computer, projection equipment, and internet access. The department's laboratories and clinic are outfitted completely with modern equipment sufficient for faculty or student research or training activities. Additional space exists in the nearby FedEx Institute of Technology Bldg.

The University maintains a modern computer center with numerous networked connections in the Department of Psychology. Student access to this system is readily available. The department owns a large number of network connected computers. Wireless internet access is available to faculty and students in all campus instructional buildings. The department also houses two computer laboratories that are used for both research and teaching. Online and distance learning facilities have expanded to meet the needs of continued instruction and business operations during the pandemic.

The Psychological Services Center at the University of Memphis offers a wide range of services to the university and the general public. The Center is the training and service delivery unit of the Psychology Department's graduate programs in clinical and school psychology. Psychological and psychoeducational assessment, consultation, and intervention services are available by graduate students and advanced Ph.D. candidates who are directly supervised by clinical and school psychologists from the Memphis community and the University faculty.

Center of Excellence: Founded in 1984, the Center for Applied Psychological Research (CAPR) is one of the original Tennessee Centers of Excellence, now designated an Accomplished Center of Excellence. The CAPR faculty have attracted millions of dollars in extramural funding to the State of Tennessee, published hundreds of scholarly works, graduated hundreds of masters and doctoral students and many times that number of undergraduates, been elected or appointed to many national professional offices, and won numerous local and national honors and awards. The primary CAPR goals are (a) to achieve national prominence for its accomplishments, (b) to increase the number of trained psychologists able to conduct, disseminate, and apply such research, and (c) to secure extramural funding to facilitate research and training. In addition, as part of a Psychology Department in a major urban research university, CAPR supports the general teaching, research, and service missions of the department and university. Center funds are also used to sponsor major conferences that allow top psychologists from this country and throughout the world to visit our department.

The primary mission of the Center for Applied Psychological Research (CAPR) at The University of Memphis is to support psychological research. As part of a major urban research university, a primary focus of this mission is the application of psychological knowledge to finding solutions to individual and social problems -- local, regional, and national. Therefore, CAPR research focuses extensively on problems concerning health, mental health, education, schools, crime, the environment, and children and their families. In addition, to increasing our

capacity for generating new approaches to applied problems, CAPR also supports basic scientific research in cognitive psychology, biopsychology, social psychology, developmental psychology, and research design and statistics.

Collaboration: Faculty and graduate students conduct research and work on collaborative service projects in numerous community agencies, including the Desoto County Schools, Shelby County Schools, the municipal school districts of Arlington, Bartlett, Collierville, Germantown, Lakeland, and Millington, area charter schools and the Achievement School Districts including the ASPIRE Schools; Shelby County Head Start, the Boling Developmental Disabilities Center, the Veterans Administration Medical Center, the Departments of Psychiatry, Community Medicine, Pediatrics and Preventive Medicine at the University of Tennessee-Center for the Health Sciences-Memphis, St. Jude Children's Research Hospital, the Memphis Mental Health Institute, agencies and departments of the City of Memphis, the University's Center for Student Development and Disability Resources for Students, and several community agencies. Administrators of these agencies are receptive to making their facilities and subject populations available for diverse psychological research projects and clinical services. Several distinguished scholars in psychology and related areas visit the department each year to present colloquia and workshops to faculty and students. The speakers represent a variety of current subject matter areas within psychology and have contributed to the Department's Diversity Series held across the academic year. Additionally, the local chapters of Sigma Xi and other campus and community groups often invite scholars in psychology and related disciplines to Memphis.

Research Areas: The faculty, students, and programs are spread over 5 research areas: Behavioral Neuroscience; Child and Family Studies; Clinical Health Psychology; Cognitive Psychology; and Psychotherapy Research. All faculty and students in the school psychology programs are affiliated with the Child and Family Studies area.

The Child and Family Studies Research Area includes faculty and students from several department programs including Child Clinical Psychology, Developmental Psychology, and School Psychology and represents all three of the department's doctoral degree concentrations (Clinical, Experimental, and School). The common core of faculty research interests is a commitment to examining age-related cognitive, cultural, emotional, health, and social factors across infancy, childhood, and adolescence. Basic and applied research projects are conducted in a variety of settings, including community agencies, day care and preschool programs, homes, hospitals, and schools. From this diversity across faculty interests, graduate students can construct individualized programs of study and be involved with a wide variety of research topics and populations. CFS faculty have teaching assignments to courses related to the research area, and many provide supervised practicum experiences through the department's Psychological Services Center. Colloquium meetings are scheduled as needed on Friday afternoons during which faculty, students, and community partners present research findings.

[Sources: Psychology Website, Undergraduate and Graduate Bulletins, Admissions Secretary, Governance Policy Manual.]

The College of Education

Teacher education has been a strong mission since the University was founded as a normal school in 1912. The College of Education (COE) is dedicated to preparing students for careers in a variety of professional and related occupational areas. Three academic departments make up the College of Education: Counseling, Educational Psychology and Research; Instruction and Curriculum Leadership; and Leadership. One department offers undergraduate

degrees, and all departments offer a variety of graduate degree programs. School psychology students take courses in several of these departments including the areas of counseling, educational psychology and research, educational leadership, reading, and special education.

The COE also has several research and service units: Advising and Student Services, The Center for the Study of Higher Education, The Reading Center, The Center for Rehabilitation and Employment Research, The Center for Research in Educational Policy, The Institute on Disability, and The Barbara K. Lipman Early Childhood School and Research Institute.

Conceptual Framework: Preparing Educational Leaders

The conceptual framework of the University of Memphis' College of Education consists of its vision, mission, and core values. We have high expectations for candidate performance. It ensures that we are *engaged* with our community, *relevant* to our stakeholders and disciplines, and *leading* our profession.

The vision of the College of Education is driven by a commitment to diversity, social justice and equity. The College of Education is a premier educational organization that engages in innovative and impactful research, teaching, and service.

The mission of the College of Education is to build on a foundation of success in research, teaching, and service by:

- fostering depth and breadth of knowledge
- conducting relevant and innovative research
- developing culturally competent leaders and practitioners
- collaborating with and providing services to diverse and local, national, and international partners to address real world problems of practice
- advancing an environment where diversity, social justice, and equity are paramount.

The core values of the College of Education include:

- *Diversity* – We recognize, include and embrace all individuals ensuring intercultural relationships.
- *Inclusion* – We actively and intentionally commit to promoting equity and social justice in every endeavor.
- *Respect* – We value all people, recognizing that good ideas can come from anyone, anywhere, at any time.
- *Innovation* – We stay on the cutting edge by identifying new ways to embrace technology and solve problems.
- *Service* – We utilize our skills and attributes to enhance our practices and expand our support to others.
- *Build* on the foundation of success in research, teaching and service by fostering depth and breadth of knowledge, conducting relevant and innovative research, developing culturally competent leaders and practitioners.

The School Psychology Program

Historical Development and Governance: The history of the School Psychology Programs at The University of Memphis dates primarily from 1975 and is closely tied to the histories of the Department of Psychology and the College of Education (COE). While school-clinical psychology offerings and an MA degree program were available during the period 1960-1975, a jointly sponsored MA/EdS program (Department of Psychology and COE) was formally initiated in 1976. It was an outgrowth of changes in the requirements for Tennessee State Department of Education certification (now licensure) of school psychologists in Tennessee (circa 1975) and the need for a revised school psychology program at what was then called Memphis State University. The revised program, a 45 semester hour MA degree, was developed by a School Psychology Coordinating Committee (SPCC), established at the request of the Vice President for Academic Affairs. The SPCC functioned as the policy-making body for the jointly sponsored MA/EdS program until August, 2015. The new MA program was the first instance of a school psychology specific degree and the hiring of faculty in the area of school psychology. Dr. Thomas Fagan, the first bona fide school psychologist faculty member, was hired for the 1976-1977 school year. Dr. Bruce Bracken joined the faculty in 1986 and left in 1999. Dr. Wendy Naumann served from 1998-2001. Dr. Randy Floyd joined the program in fall 2001, Dr. Robin Phaneuf served from 2002-2006 and Dr. Laura Casey served in her position on an interim basis in 2006-2007 as a visiting assistant professor. Dr. Elizabeth Meisinger joined the faculty in fall 2007 and Dr. Xu (Lilya) Jiang joined the faculty in fall 2015 and left in June 2020. Drs. Fagan, Floyd, Meisinger, and a clinical assistant professor constitute the core program faculty and are supported by faculty in other areas of the Psychology Department, the COE, and local practitioners who assist in field supervision.

Administered from the Psychology Department, the jointly sponsored MA/EdS program was indirectly overseen by the Dean of the COE and the Chair of the Psychology Department. The MA/EdS program was governed by a 10-member School Psychology Coordinating Committee (SPCC, 4 members chosen from Psychology, 4 chosen from the COE, and 2 students). All policies and curricula related to this program were the responsibility of the committee and were implemented by the MA/EdS program Director. The Associate Dean for Graduate Studies served as the program's primary contact in the COE. The SPCC developed a set of policy statements for the program as well as the original 45 semester hour Master's degree in 1975-1976 and the revised versions of those policies appear in this Handbook. The current 60-66 semester hour combined MA/EdS degree curriculum was initiated in 1982; the one-school year internship requirement was part of the EdS having previously been one semester. The PhD program was initiated in 1991 but governed by the policies of the Psychology Department's PhD major. Program curricula and requirements for the different programs (MA/EdS and PhD) were determined entirely by the SPCC and by the Psychology Department, respectively. Starting in the fall of 2014, the directorship of the two programs was split with Dr. Fagan continuing as the director of the MA/EdS program and Dr. Floyd assuming the directorship of the PhD program. The programs continued to overlap in several areas of the curriculum and other areas (e.g., School Psychology Association, SPCC representation, field placements).

In the summer of 2015 at a meeting of the core faculty with the UM Provost, the Interim Dean of the College of Education, and the chair of the Department of Psychology, it was agreed to restructure the governance of the MA/EdS program by drawing it into the governance of the Psychology Department. A revised School Psychology Program Committee (SPPC) was created

to oversee the MA/EdS and the MS/PhD programs. The 2015 restructured governance arrangement retains the separate directorships, and the chair of the SPPC rotates among the two directors. The revised structure appears in this Handbook, Part III-I (pp. 44-46).

With the change in governance, some changes were also made to the curriculum. For several years the program struggled to have certain courses in the COE offered on a regular basis and/or to focus the content more toward the needs of the school psychology students. This was especially true of courses in counseling theory and academic interventions. With the addition of a fourth school psychology faculty member it was feasible to shift the content of those intervention courses into the core sequence of school psychology (7/8800 courses). Additional optional courses were also recommended in some areas (e.g., research design) and two intervention electives from counseling, special education, and educational psychology were added. The revised curriculum was in effect for students entering in fall, 2016.

The MA/EdS program has been accredited by NASP/NCATE (now CAEP) since the 1970s and first received NCATE/NASP approval in 1988. This approval has been uninterrupted and is active through December, 2024. Accreditation of the PhD program from the American Psychological Association was awarded in fall, 2014 and is active until 2021.

Part II
Descriptions of the School Psychology Program

Program Philosophy

A societal emphasis has been placed on schools to provide a better future for children through a life-long educative process. In their professional roles, school psychologists are sensitive to the needs of a culturally diverse community, value the importance of children to the future of society, and advocate on the behalf of children. As an integral part of human services available to children, adolescents, adults, and families, school psychologists function across multiple settings with a focus on educational institutions. School psychologists address diverse referral issues with varied services such as psychoeducational assessment, consultation, counseling and other interventions, inservice education, administrative services, research and evaluation.

The primary distinction that separates school psychology from other psychological specialties is the combining of education and psychology in the study and delivery of services to children, youth, families, and learners of all ages. The additional focus of education to this area of psychology stems from the assumption that schools play a primary nurturing and socializing role in the lives of all individuals. School psychologists focus on the natural ecologies of children, youth, families, learners, and persons involved in schooling; and the process of schooling in multiple settings. Because of their training in both education and psychology, school psychologists are in a unique position to coordinate educational, psychological, and behavioral health services to learners across the life span. The curriculum of our program is an integrated course of study in areas of education and psychology that contribute to the preparation of school psychologists, in addition to a core of school psychology courses.

The overall philosophy of the school psychology program at The University of Memphis is an ecological, empirically-based model that focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems. This philosophy also acknowledges that the manner in which problems are defined influences the subsequent use of assessment and intervention strategies. Using Bronfenbrenner's ecological model and Bandura's notion of reciprocal determinism, this blend of problem definition and system analysis is driven by the following premises.

a. The client is not only the center of the ecological model but is also an active participant who brings multiple dynamics to the model.
b. The context in which the client resides includes multiple systems that have both direct and indirect influences. The microsystem includes immediate environments such as home, school, and community. Larger systems such as the cultural and political context of the community (e.g., exosystem and macrosystem) influence the client's microsystem indirectly. The mesosytem includes interactions between the client and his/her microsystem and the larger systems.

c. A reciprocal relationship exists between client and system. The client acts on his/her environment exerting control and influence over variables in the immediate and larger systems. Also, the multiple contexts in which the client resides influence the psycho-social development, adjustment and educational experiences and performance of the client.
d. School psychologists intervene in the ecology in multiple ways. For existing concerns, problems are defined with information related to the client, the multiple contexts, and the interaction between the client and context. This information guides the practice of school psychology including prevention, assessment, and intervention services.
e. Additionally, school psychologists provide services that assist in the creation of healthy individuals and systems. These services focus on wellness and maintenance of healthy environments and individuals.

The overarching program model reflects the scientist-practitioner approach that balances knowledge, competencies, and skills in both research and practice. Students draw upon the scientific literature to make decisions regarding practice with a focus on empirically-supported services. Students are also instructed regarding basic program evaluation techniques and treatment monitoring and evaluation in order to determine the effectiveness of their assessment and interventions. In addition to these skill areas, doctoral students are trained in more advanced design and statistical techniques to become producers of scientific knowledge for the practice of school psychology. All students are taught to use a scientific, problem focused model to make clinical decisions by operationalizing problems, identifying appropriate data collection techniques, analyzing and interpreting data collected, and utilizing the findings to determine the target variables for intervention.

The MA/EdS program focuses on practitioner training for the delivery of comprehensive school psychological services primarily in school settings. The training of practitioner skills follows a curricular sequence in assessment and intervention with a focus on linking problem-solving assessment and intervention to all roles of the school psychologist. In this manner the curriculum is constructed along the lines of NASP's *Model for Comprehensive and Integrated School Psychological Services*, and its related standards for program approval. In addition to practitioner skills, MA/EdS students are trained in a "scientist as consumer" model which emphasizes the use of research findings and evidenced-based practices in clinical decision-making.

Program Goals and Content Domains

The overall goal of the MA/EdS program is that students will successfully complete the domain-related requirements of the program, obtain credentialing for school-based practice from the Tennessee Department of Education or comparable authority in other states, and seek National Certification in School Psychology (NCSP). The MA/EdS curriculum and student evaluations are organized to be consistent with the following NASP training domains (see matrix on p. 56).

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

2.1 **Data-Based Decision-Making and Accountability**: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists

demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Intervention and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 Family-School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental

health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

2.8 Diversity in Development and Learning. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

(The domains and descriptions from the 2020 NASP Standards will be added in 2021. The 2010 NASP standards continue to be used for all program requirements and evaluations in 2019-2020.)

The specific requirements of the MA/EdS program appear below.

MASTER OF ARTS/EDUCATIONAL SPECIALIST DEGREES
Students Entering 2020-2021 (8/01/20)

Developing a Plan of Study: Each student meets with an advisor to develop a plan of studies prior to beginning the first semester. The initial plan identifies the work of the first one or two semesters and the plan is updated during each semester in the program. The plan of studies is retained by the advisor and the student. The MA/EdS requirements are designed in accordance with the expectations for state and national program approval and for achieving state and national credentialing. Therefore, electives or alternate courses for requirements must be chosen with the approval of the advisor. Following advising, the student must request that the department's Graduate Secretary clear the student for registration. The advising policy is described in our Handbook Part III.

Total MA/EdS Program Requires 60-66 sem. hrs.

Master of Arts Degree in School Psychology: Minimum 30 sem. hrs.

Psychology Department (PSYC, 24 hrs)		College of Education (6 hrs)	
7800 Intro. School. Psychology	3	SPED 7514 Intro to Appl Beh Analysis **	3
7207 Developmental Psychology	3*	EDPR 7541 Stat. Mthd. App. Ed. I	3
7802 Child. Disab. & Families	3	EDPR 7511 Measurement & Evaluation	3
7803 Psychoed. Assessment I	3	SPED 7000 Intro. to Except. Learners	3
7804 Psychoed. Assessment II	3	(If UG equivalent done, choose SPED elective)	
7806 Schl. Psyc. Interventions	3	LEAD 6000 Educ. Schlg. & Amer. Soc.	3
7807 Academic Interventions	3		
7614a Practicum	3		

*If course not offered, substitute EDPR 7111: Ch. Psyc. Appl. To Educ. and EDPR 7112: Adolescent Psyc Applied to Educ.
** May substitute EDPR 7151 Individual. Differences

Educational Specialist Degree in Education: Minimum 30 sem. hrs.

Psychology Department (PSYC (12-18 hrs)		College of Education (9-15 hrs.)	
8805 Psychol. Consultation	3	Res. Des. & Methodology Elective***	3
8614b Practicum: Schl. Psy.	3	Electives (COUN, EDPR, or SPED)	6
8812 Internship: Schl. Psy.	6-12		

Totals: 60-66 hrs. PSYC: 36-42 hrs. EDUC: 24 hrs.

*** Students may substitute with PSYC 7509 or EDPR 7521, 7/8561, or 7/8581, or ABA Case Designs (EDPR 8581)
Students seeking licensure endorsement to the Tennessee State Department of Education must complete the MA/EdS sequence. Students who have prior degrees and/or licensure from outside Tennessee will have requirements determined individually to be equivalent to the above.

EXAMPLE SEQUENCE OF COURSES

FALL		SPRING		SUMMER	
		First Year			
PSYC 7800	3	PSYC 7614a	3	Optional for taking Courses	
PSYC 7803	3	PSYC 7804	3	LEAD 6000	3
SPED 7514/EDPR 7151	3	PSYC 7807	3	EDUC Elective	3
SPED 7000	3	PSYC 7802	3		
		Second Year			
PSYC 7207	3	EDPR 7541	3	Optional for taking Courses	
PSYC 7806	3	Research Design	3		
PSYC 7805	3	EDPR 7511	3		
EDUC Elective	3	PSYC 8614b	3		
MA DEGREE					
		Third Year			
PSYC 8812	3-6	PSYC 8812	3-6	EdS Degree Total: 60-66 Hrs.	

The example sequence varies based on course availability. The PSYC sequence 7800-7807 and practica (7614/8614) are only available as indicated. With the exception of the PSYC series & practica, students may deviate from the above sequence in order to complete the 30 hrs. Master's degree. The entire 60-66 hrs is required for the EdS degree. Students entering in fall 2020 should finish the MA in December 2021 and the EdS in May 2023. Students should anticipate taking one or two courses during summer sessions or while on internship.

Numbers and Titles of Required and Elective Courses (7/20)

**** Indicates* a required or preferred elective course (by permission only)***

COUN	7710	Addiction Counseling
	7730	Crisis Intervention Counseling*
	7750	Multicultural Counseling*
	7531	Group Counseling Processes*
ICL	7001	Fundamentals of Curriculum
	7003-8003	Curriculum Design & Evaluation
	7706	Family & Community Relations for Teachers
EDPR	7111-8111	Child Development and Education
	7112-8112	Adolescent Development and Education
	7121-8121	Learning and Cognition Applied to Education
	7149-8149	Seminar Cognitive Proc. Applied to Education
	7151-8151	Individual Differences in Learning*
	7511-8511	Measurement and Evaluation*
	7512-8512	Psychometric Theory and Educ. Application
	7521	Introduction to Research Design and Methodology*
	7541-8541	Statistical Methods Applied to Education I*
	7542-8542	Statistical Methods Applied to Education II
	7561-8561	Qualitative Methods in Education*
	7581-8581	Behavioral Analysis & Case Designs*
LEAD	6000	Found. Studies: Educ., Schooling & Amer. Soc.*
	7100	Education & Community
	8002	American Society and Educational Policies
LDPS	7311-8311	Issues in Philosophy of Education
	7350-8350	Policies & Politics Contemporary Amer. Educ.
PSYC	7207-8207	Developmental Psychology*
	7301-8301	Research Design and Methodology*
	7509-8509	Seminar: School Psychology (Single-Subject Research)
	7614-8614	Practicum: School Psyc.(a): Assessment*
	7614-8614	Practicum: School Psyc.(b): Interventions*
	7800-8800	Introduction to School Psychology*
	7802-8802	Children with Disabilities and Their Families*
	7803-8803	Psychoed. Assess. I (Cognitive/Achievement)*
	7804-8804	Psychoed. Assess.II (Personal/Social)*
	7805-8805	Psychological Consultation *
	7806-8806	School Psychology Interventions*
	7807-8807	Academic Interventions in School Psychology*
	7812-8812	Internship: School Psychology*
SPED	7000	Introduction to Exceptional Learners*
SPED	7514	Introduction to Applied Behavioral Analysis*

Field Experiences

The MA/EdS degree program requires several field experiences, including professional experience, practica, and internship.

A. Professional Experience (Revised June, 2020)

Description: The professional Experience (PE) requires that each incoming student volunteer one-half day (or equivalent) per week to work with a local school psychologist. You and the local school psychologist agree on times, locations, and activities and sign an agreement that is maintained by all parties. The PE continues throughout the fall and spring semesters of the first year of training. The hourly total is between 100-115 hours; 4 hours during each of the 14 weeks in each semester. You must maintain a log of activities that is turned into Dr. Fagan for the fall semester and to Dr. Irby for the spring semester as part of your assessment practicum log. Supervision/mentoring is provided by the local school psychologist who provides Dr. Fagan with an evaluation of your experience for the fall semester, and Dr. Irby for the spring semester.

Purpose: As an integral part of the program, the professional experience (PE) will ensure that you have adequate knowledge and experience of the system of public and private education, its function in the overall community context, as well as the purpose and the delivery of school psychological services. Its primary purpose is to familiarize you with the educational system as a whole and to expose you to alternative roles and functions of school psychologists.

Activities: The school psychologist mentor arranges with you to complete a variety of activities related to the practice of school psychology. The activities are commensurate with your level of competence and training. During the period of PE you may complete several of the activities listed below. There is no deadline date by which activities must be completed, nor is it expected that all activities will be completed; but a log is to be maintained verifying the completion of your activities and the dates and times of service. During the spring semester the student coordinates practicum activities (PSYC 7614) with the PE mentor in order to complete one or more required case studies.

Building Level

1. Attend at least one staff meeting of school psychological and/or pupil personnel workers with teachers (e.g., school-based support team meeting).
2. Attend a school building teachers meeting conducted by the building administrator(s).
3. Observe instruction at the elementary, middle, and senior high school levels.
4. Participate in an in-service meeting for teachers
5. Attend one PTA or Home-School Association meeting.
6. Assist with the state's group testing program.
7. Act in the capacity of a teacher-aide for at least 2 hours.
8. Become familiar with the collection, maintenance, and storage of school records, including psychological records.

District Level

1. Attend a school board meeting.
2. Visit at least three different special education classrooms.
3. Visit programs for teen pregnancy, alternative school students, head start, etc.

4. Become familiar with the structure and function of the school psychological services unit and its relationship to the school system.
5. Visit each of the school buildings under the responsibility of your supervising school psychologist.

Service Delivery Level

1. Understand the referral process employed by this district for psychological services.
2. Understand the school-based support team or similar group's purpose, structure, and operation.
3. Familiarize yourself with the assessment tools used in the district.
4. Assist in the administration and/or scoring of tests as part of a case study for the assessment practicum.
5. Conduct observations of children in several settings.
6. Assist in gathering and reviewing case information including parent and teacher conferences and school records.
7. Review written psychological reports.
8. Assist in collection, maintenance, and storage of records.
9. Become familiar with the agency's professional development activities and procedures for getting permission, reimbursement, etc.
10. Observe school psychologists in their daily activities.
11. Conduct follow-up of previously completed cases.

Community Level

1. Visit a juvenile court facility, Youth Villages.
2. Attend a city or county government meeting (e.g., City Council)
3. Visit service groups and agencies related to school psychology work (e.g., Rehabilitation Center, Exchange Club, Mental Health Center, children's hospital, substance abuse agency).
4. Attend at least one Southwest TASP regional function.

State Level

1. Visit the Tennessee Department of Education.
2. Attend a session of the state legislature.
3. Become a student member of the Tennessee Association of School Psychologists (TASP).
4. Attend either the fall or the spring meeting of TASP.

National Level: Each student is expected to join a national level organization for school psychologists (APA Division 16 and/or NASP) prior to completing the internship.

Dates of service: The experience begins the week after Labor Day and continues weekly following the University of Memphis academic calendar for the fall and spring semesters. This is a total of 28 weeks or 14 full days equivalent service. You are not required to be in service the week of spring break but you are required to be in service the week of the fall break. You may volunteer more time if you wish, but do not exceed one day per week unless agreed upon by the program director and the local supervisor. You may arrange your schedule with your supervisor in a manner that is convenient to your other responsibilities. For example, some weeks you may

wish to provide more time so that you can be off certain weeks. You are to maintain a log of your PE times and activities.

Assignment and supervision: After consulting with the program director about your choice, you will make arrangements with a school psychologist practitioner who is willing to supervise/mentor your experience. The supervisor must be credentialed as a school psychologist and be employed as a school psychologist by a local public or private school system. Please provide Dr. Fagan with the person's name, address, phone, fax, email, position, and title. You and the supervisor must sign the agreement form. The information and form are to be completed by September 15th. Supervision may be shared with other school psychologists, pupil personnel workers, and educators. For the Shelby County Schools, the following procedure is used:

> **Shelby County Schools Procedure**: Before the start of each school year, the supervising school psychologists provide Dr. Fagan with a list of school psychologist mentors interested in supervising a PE student. Dr. Fagan assigns a school psychologist to each incoming student, who in turn makes contact with the school psychologist. Near the beginning of the fall semester the mentors and the PE students meet to finalize assignments and get acquainted. The agreement form is signed by the student, school psychologist, his or her supervising psychologist, and Dr. Fagan. A copy of the agreement is given to each of these persons.

Semester Evaluations: At the end of each semester the student provides a log of his/her activities and the school psychologist mentor/supervisor provides a brief scale evaluating the student's performance. The log and evaluation are sent to Dr. Fagan after the fall semester and to Dr. Irby after the spring semester. This information will become part of the student's portfolio record and be used to improve future PE assignments.

Miscellaneous: You do not receive academic credit for the experience and there are no required readings, research papers, texts, or exams. As time permits, students on PE assignments will meet with the school psychology faculty to discuss experiences.

PROFESSIONAL EXPERIENCE AGREEMENT

School Psychology Program
The University of Memphis
(Revised June, 2020)

It is agreed that the school psychologist (named below) will oversee and mentor the activities of the school psychology student (named below) for voluntary activities of one-half day per week (4 hrs, minimum) or its equivalent (but not to exceed one full day per week). Days and times of Professional Experience (PE) service will be mutually agreed upon by the student and supervisor/mentor. The supervisor/mentor is a credentialed school psychologist and is employed as a school psychologist by a public, charter/ASD, or private school system.

It is understood that the PE is not a professional practicum course in which case studies for the purpose of diagnosis and/or intervention are the primary activity. However, during the spring semester, the experience typically includes one or more case studies connected to an on-campus practicum course. It is also possible that the PE setting could later be used for more formal practicum and/or internship experiences.

All parties involved agree to abide by the codes of ethics of the American Psychological Association (APA) and/or that of the National Association of School Psychologists (NASP). Should problems arise during the experience, the student and/or the supervisor/mentor will contact the university PE coordinator (Dr. Fagan in the fall semester and Dr. Irby in the spring semester) in order to resolve the problems.

At the end of each semester the student provides a log of his/her activities and the school psychologist supervisor/mentor provides a brief rating scale evaluating the student's performance. The log and rating scale evaluation are sent to Dr. Fagan after the fall semester and to Dr. Irby after the spring semester. This information will become part of the student's portfolio record and be used to improve future PE assignments.

_____ _____
PE Site(s) Time(s)

_____ _____
Student Date

_____
Email

_____ _____
School Psychologist Supervisor/Mentor Date

_____ _____
Address Phone

_____

Email: _____

_____ _____
Supervising Psychologist (SCS) Date

_____
Email

University Supervisors:
Dr. Tom Fagan, 678-4676, tfagan@memphis.edu Dr. Sarah Irby, 340-7212, sarahmirby@gmail.com

B. Practica

Description: Students in the MA/EdS program complete two practica (PSYC 7614a, 8614b) prior to internship. The first (PSYC 7614a) is taken during the assessment sequence (PSYC 7803 & 7804); the second (PSYC 8614b) is taken during the intervention sequence (PSYC 7805 & 7806). Their sequential placement ensures a connection between psychoeducational assessment and intervention roles and functions. Practica are completed in a local school district or agency and/or in the department's Psychological Services Center (PSC). The first year practicum may include a combination of cases in both the PSC and the local public schools. The second year practicum is operated primarily in local schools and community agencies. The MA/EdS practica are described in the course syllabi.

Supervision: Supervision is always provided by professionally trained and credentialed faculty and/or community practitioners of school psychology. In the PSC supervision is provided through regularly scheduled meetings of the practicum as well as individual supervision from program faculty. In school and community settings supervision is provided through arrangements approved by the program faculty supervisor, on-site supervisor and the student. [Note: If you intend to seek non-school licensure as a Certified Psychological Assistant, according to the Rules of the Tennessee Board of Examiners in Psychology, your internship and/or practicum hours must be supervised by a licensed Health Services Provider]

Evaluations: Practicum students are provided grades (S, U, IP) for each practicum. During the first year practicum students are rated by supervisors on several areas of professional behavior. These ratings provide information on specific student characteristics, dispositions, and NASP training domains. Clients in the PSC also rate their interactions with students providing services in the clinic. Continuation into the second year intervention and consultation sequence and practica is contingent on an overall satisfactory grade (S) in the first year practicum. Similar evaluations are conducted in the second-year practicum and a satisfactory grade (S) is required in order to enter the internship. A syllabus for the first-year and the second-year practicum is provided by the supervisor.

C. Internship

The EdS internship site must provide opportunities to serve diverse student and family groups across K-12 regular and special education programs. Experiences, supervision, facilities, etc. must conform to national guidelines and program requirements. The EdS internship meets the guidelines of the Tennessee Department of Education (TDOE) and the National Association of School Psychologists (NASP). These internships are not nationally regulated, but are established through an agreement among the student, the program, and a local school district. The Shelby County Schools serves as a site for many students and is a highly comprehensive and culturally diverse setting. The student must consult with the director in making a site selection and must have completed all pre-internship requirements (see program policy). The internship credit hour requirements were adjusted for students entering in and after fall 2016. Students may complete the internship for a minimum of 6 or a maximum of 12 sem. hrs. applied toward the EdS degree. Students needing to maintain at least 6 hrs. for purposes of financial aid may take the internship for 12 hrs., while others may take only 6. In either case, the experience is still a full-time, supervised, 1,200 clock hour minimum requirement, and the students training experience is consistent with a 9 sem. hr. academic load. The format for the plan of internship appears below.

School Psychology Program
University of Memphis
Plan of Internship
2020-2021

The internship plan is based on the National Association of School Psychologists (NASP) and other professional guidelines for field experiences. In this endeavor, the internship agency provides (a.) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

The student completes the plan after consultation with the field-based supervisor(s). The plan is submitted to the university-based supervisor for review and approval. The plan describes experiences and explanations for each of the areas below.

University Supervisor: Thomas K. Fagan, Director, MA/EdS School Psychology Program
202 Psychology Bldg.
400 Innovation Dr.
University of Memphis
Memphis, TN 38152-3230
901-678-4676
tfagan@memphis.edu

Intern: _____
Address: _____
_____
Phone: _____
E-MAIL _____

Primary Supervisor: _____
Address: _____
_____
Phone: _____
E-MAIL _____

Secondary Supervisor(s): _____
Phone: _____
E-MAIL _____

Primary Site: _____
Secondary Site(s):_____

Term of Internship: _____

1. Description of Internship Agreement

1.1. Schedule of the Internship: Describe the manner in which the intern will complete the minimum 1200 clock hour requirement full-time over the school or calendar year; in some cases a part-time arrangement over two consecutive years will be approved. Describe how at least half the clock hours will be in a school setting.

1.2. Contract and Salary: What contract or written agreement will link the intern to the internship site(s)? Give the specific schedule of appointment, how travel expenses will be reimbursed, and what salary arrangements will be made. NOTE: Some interns will be placed and supervised in local school districts but compensated according to an agreement between the UM training program and the Tennessee Department of Education. These interns are paid monthly by the Psychology Department and sign a departmental contract comparable to a graduate or research assistantship. It is expected that these interns will also sign an employment agreement with the local district; that employment agreement may provide additional compensation, but that agreement is independent of the UM contract.

1.3. Characteristics of the Work Environment: Describe how the intern will be considered a part of the services team, with appropriate office facilities, materials, secretarial support, assessment and intervention tools, etc.

1.4. Supervision: Describe the manner in which, on average, a minimum of two contact hours per week of supervision will be conducted and any other supervisory arrangements. Identify the qualifications of each primary and secondary supervisor to ensure the supervisor(s) are appropriately credentialed as a school psychologist. [Note: If you intend to seek non-school practice licensure as a Certified Psychological Assistant, according to the Rules of the Tennessee Board of Examiners in Psychology your internship and/or practicum hours must be supervised by a licensed Health Services Provider]

1.5. On-Campus Meeting and Visitation: The intern is to be permitted to return to campus for a meeting at least once during the internship, usually in February. The university supervisor will visit the internship site and meet with the supervisor(s) at least once during the year, usually in April or May.

1.6 Professional Development: The intern is expected to attend at least one state or national level conference on school psychology.

2. Description of Objectives/Activities

For each NASP 2010 competency domain below, please describe how the internship will provide experience and preparation.

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection

strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Intervention and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 Family-School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and

mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

2.8 Diversity in Development and Learning. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Proposed Activities for the First 6 Weeks of the Internship:

Often the beginning portion of the internship is less structured and busy than other periods. It has been suggested that this period of the internship be used for visiting district-based and community-based referral agencies, conducting follow-up cases of previously referred students, and conducting classroom evaluations as part of reevaluation cases. Please indicate what activities are planned for the first several weeks of the internship in addition to the typical activities in this period (district orientation, observations of testing skills by supervisor) and those spread over the entire year.

3. Evaluations

At the mid-point and completion of the internship, the primary supervisor will send the university program director an evaluation of the intern and recommendation regarding the intern's progress and readiness for entry-level credentialing. The evaluation form is sent to the on-site supervisor by the training program director. Evaluations are related to the specific characteristics of the intern, the training experiences of the program, and the competency domains of the NASP as identified in the Internship Plan (2.1-2.10).

As part of the university program's assessments for NASP/CAEP approval, interns submit to the university supervisor two case studies (academic and social-behavioral) and a research project conducted during the course of the internship. Guidelines for these two projects are shared with the intern at the beginning of the internship and the projects are completed and submitted to the university supervisor in early April.

Following completion of the internship, the university supervisor sends to each intern a "School Psychology Intern Supervisor Evaluation Form" which is completed and may be part of the program's accreditation assessments.

4. Statement Regarding Conflicts and Problems

It is understood that no conflicts of interest exist for the parties involved and that there are no prior or current circumstances of the intern which may impede the intern's progress (e.g., the intern is a former student in the setting; relatives of the intern have administrative or other control over the intern and or the supervisor; the intern has a negative record of performance as a previous employee of the setting). It is also understood that the field-based supervisor has interviewed the intern, communicated with the training MA/EdS Director, and has assurance that the local internship setting is in full agreement with, and committed to, the internship plan. Finally, in instances where problems arise during the internship, it is understood that the field-based supervisor(s) will communicate such concerns to the university supervisor immediately and work cooperatively toward a resolution of the problem.

5. Internship Plan Approvals

_____ _____
(Primary Field Supervisor) (Date)

_____ _____
(Secondary Field Supervisor (in any) (Date)

_____ _____
(Agency or District Administrator) (Date)

_____ _____
(Intern) (Date)

_____ _____
(Dr. Tom Fagan, University Supervisor) (Date)

Required Background Checks

The following information has been copied from the College of Education website:
http://www.memphis.edu/tep/clinical/background-checks.php
All students needing to obtain field experience hours for courses are required to have a TBI Background Check cleared and on file in the College of Education's Office of Teacher Education and Student Support Services. Read the procedures for obtaining a background check at the College of Education website and follow them closely.

Required Liability Insurance

Students engaged in external practicum placements or external research projects are required to carry student liability insurance. The Psychology Department purchases a group student liability policy on an annual basis. Dr. Meisinger will email documentation regarding this policy to students each fall semester. Students should retain a copy of this documentation for their own records.

Research Requirements and Expectations

Expectations of All Students: All students are expected to be involved in research. Although PhD program students are intensively involved in research, there are several ways in which MA/EdS students can be active, including attendance at meetings of the Child and Family Studies Research Group, voluntary lab involvement, and through an assistantship assignment.

Child and Family Studies Research Group: All students in school psychology belong to this group which meets during the fall and spring semesters. Students in the MA/EdS program are strongly encouraged, but not required to attend these meetings. If needed, students may enroll in the course (PSYC 7619: Research Practicum: Child and Families Studies) for credit in order to meet regulations for full-time status. The credits do not count toward program requirements.

Voluntary Participation: Students often volunteer to work on faculty or student research projects. The research project may be on campus or in a local school or community agency. MA/EdS students considering doctoral work are strongly encouraged to gain voluntary research experience.

Research and Teaching Assistantships: Some MA/Eds students are assigned assistantships of 20 hours per week as a research and/or teaching assistant. Ten-hour assignments may also be provided. The monetary compensation and tuition waivers, if any, vary by assignment.

Thesis and Dissertation: Only doctoral program students are required to complete an empirically based research thesis as part of the MS degree and an empirically based research dissertation. Students who have completed a thesis at another institution must have it reviewed for acceptability. MA/EdS students considering a transition to a doctoral program are encouraged to complete a thesis. Thesis and dissertation requirements appear in the department's *Graduate Program Handbook*.

Assessments and Evaluations

Student and program evaluations are ongoing throughout training and include student selection, progress monitoring, and program completion. Practica, internship, and follow-up evaluations

assure ongoing demonstrations of competence throughout the period of training and internship. In addition to more specific measures embedded in courses and practica, rating scales of personal characteristics as well as the training domains of the NASP standards are used.

A. Admission Requirements and Expectations: The first evaluation is the review of applicants for admission. The criteria for admission to the MA/EdS and the PhD programs appear in the UM *Graduate Bulletin* and include quantitative and qualitative measures. No single measure is used in making a decision. Rather, the entire application file is reviewed in order to make a judgment of a student's probable success in training to become a school psychologist. See also the Policy for Admission to the MA/EdS Program in this handbook, Part III. Some students apply to the program as non-degree students seeking only admission to complete the work necessary for an endorsement for state department of education credentialing. These applications are reviewed against the usual admission requirements and ensure that appropriate degrees and work have already been satisfactorily completed (see Policy and Procedure for the Endorsement of Non-Degree School Psychology Licensure Students in Part III). For the time being, the program is not reviewing requests for non-degree school psychology licensure.

B. Advising: Student progress is reviewed during regular advising each semester. This applies to degree and endorsement only students (see Policy Regarding Responsibility for Student Advising, Policy for Advising PhD Students, and Policy for Periodic Evaluation of Students in Part III). Dr. Fagan serves as the primary advisor for MA/EdS students and Dr. Meisinger for the PhD students.

C. Course Assessments: Every course for credit in the program, including field experiences, has embedded assessments and/or outcome assessments. These include routine course examinations, test scoring reviews, case study analyses, research reports, evaluations of readings, evaluations of agency visits, in-class presentations, practicum and internship evaluations. In combination, these assessments provide an ongoing review of students throughout the program.

D. Annual Review: Students are interviewed by program faculty at least once per year in addition to progress reviews during advising each semester. The annual review (usually in June) follows the policy for student evaluation, reviewing both academic and personal progress in the program, and provides information on the quality of the program. Separate forms are used for 1st year, 2nd year, and doctoral students; interns do not complete the form. The form is distributed by Dr. Fagan or Dr. Meisinger and student portfolios are submitted in advance of the scheduled review (See Policy for Periodic Evaluation of Students in Part III and Appendix A).

E. Portfolios: Each student maintains a portfolio throughout the program as per instructions in Part III of this Handbook. The portfolio is organized according to the Student Evaluation and Performance Portfolio Summary (SEPPS) form and NASP competency areas and is reviewed during the annual review (See Appendix A). In addition to demonstrating student progress, the portfolio is an important part of the student's resume for internship and employment.

F. Field Experience Evaluations: Supervisor evaluations are obtained during all practica and internship. In turn, students provide a personal evaluation during the practica. Field experience evaluations and logs are part of a student's portfolio. The evaluation format reviews student

characteristics and relates to the NASP competency domains. Evaluations are done during and at the end of practica, and at the mid-point and end of internship; the EdS internship also includes an evaluation of case studies and a research project.

G. M.A. Examination: An examination is conducted during the semester in which a student completes the MA degree (typically fall semester of the 2nd year). The examination is an adjunct to the annual review conducted at the end of the 1st year and consists of the student answering one or more questions related to professional ethics and a review of the APA and NASP ethics codes. The ethics review constitutes the written portion of the examination requirement for the MA. Admission to the EdS degree level is contingent upon successful completion of all MA requirements in school psychology (or their equivalent), successful completion of any oral and/or written comprehensive examinations at the end of the MA sequence, and completion of appropriate form(s) for the program and Graduate School: These include the MA Comprehensive Examination form (filed with the Graduate School by the MA/EdS program director in the semester in which the student receives the MA degree), the EdS Program of Studies and Candidacy Form (completed by the student immediately following completion of the MA degree), and the Graduate School's Change of Status form available at its website. Students terminating training at the M.A. degree may have to pass a written examination (see Policy for MA and EdS Specialty Examinations in Part III).

H. Ed.S. Written Examination: The examination requirement consists of both written and oral components. The written component is the ETS Praxis Exam in School Psychology. The oral component is integrated with the February intern visit to campus during which we discuss your evaluation of the program and our evaluation of your internship. In order to complete the EdS examination requirement, each student must submit an acceptable score (147 or higher) for school psychology credentialing by the Tennessee Department of Education. The student will not be approved to receive the EdS degree without an acceptable score on the Praxis examination in school psychology. The procedures for meeting this requirement appear in Part-III, Policy-G.

I. Overall Licensure Recommendation to COE/TDOE: At the completion of all academic and field requirements, the student is expected to seek credentialing from the appropriate state agency. To facilitate the process of TDOE licensure, the MA/EdS Director files a recommendation form with the Office of Teacher Education & Student Support Services in the College of Education. A copy of the form appears in Part III, TDOE Licensure Recommendation Requirements. Students seeking credentials in another state should review the process and materials that will be needed well in advance of making application.

J. Post-Degree Contacts: Feedback on the quality of the program is obtained through informal communications with students and employers following completion of the program. In addition, employers may be asked to evaluate our graduates on a survey mailed to them.

Part III: Policies of the School Psychology Program Committee

A. POLICY FOR ADMISSION TO THE MA/EDS PROGRAM IN SCHOOL PSYCHOLOGY

(Revised 8/3/99, Reapproved, June, 2007, Revised July, 2008; updated July 2009, July 2013, June 2015)

I. The Admissions Subcommittee:

The subcommittee is responsible for evaluating applicants to both the MA and EdS degrees, subject to policies and procedures established by the School Psychology Program Committee. Membership on the subcommittee includes at least three members of the core faculty of the program and the COE representative. The MA/EdS Director (or other designee) serves as the subcommittee chair and oversees the receipt of applications and filing of decisions of the subcommittee. Each subcommittee member reviews and evaluates every applicant; application reviews may be conducted by email with applicant descriptions circulated to the subcommittee by the program director.

II. Admission Standards:

A. The admissions criteria for both the MA and EdS degrees include:

1. Undergraduate overall GPA of 3.00 (consideration will be given to applicants with GPA in range of 2.50-2.99).
2. GRE scores will be considered in the admission review process. MAT scores are not used.
3. Three letters of recommendation from persons familiar with the applicant's work.
4. The applicant must have completed at least 18 semester hours in psychology and/or education courses.
5. Completion of appropriate application forms.
6. Submission of undergraduate and/or graduate transcripts

B. Students must complete the entire MA/EdS sequence or its equivalent for TDOE licensure endorsement.

C. Admission to the EdS degree level is contingent upon successful completion of all MA requirements in school psychology (or their equivalent), successful completion of any oral and/or written comprehensive examinations at the end of the MA sequence, and completion of appropriate form(s) for the program and Graduate School (these include the EdS Program of Studies and Candidacy Form and the Graduate School's Change of Status form). A student holding a Master's Degree from another university and desiring entrance to the EdS level must satisfy the above requirements for entrance to the EdS.

III. Deadlines:

Students are admitted only into the fall semester. The admissions deadline is established by the MA/EdS Director. The current deadline for admission to the fall semester is June 15. Students admitted for fall may enter in the summer semester (SPPC Minutes, 3/5/98).

It is the student's responsibility to assure that all materials related to admission have been filed.

IV. Diversity:

The program is sensitive to the need for greater cultural and ethnic diversity in the statewide and nationwide delivery of school psychological services and is committed to actively recruiting a diverse student population to assist in meeting this need. In accordance with overall University policy, the admissions process does not discriminate against applicants on the basis of race, ethnicity, gender, or lifestyle choice.

B. POLICY REGARDING RESPONSIBILITY FOR STUDENT ADVISING IN THE MA/EdS PROGRAM IN SCHOOL PSYCHOLOGY

(Effective 1998-1999; updated May 2002, July 2013, June 2014, June 2015)

School psychology program advising is primarily in regard to academic requirements for degree completion. However, students are also expected to seek advising on related matters such as employment and credentialing, advanced graduate studies, personal development, and program evaluation. Advising sessions should be held with the student's advisor at least once per semester. Advising is provided throughout the period from application to completion of all degree requirements. The student's advisor maintains a file on each advisee which is updated as part of the periodic student advising process. The program faculty members are also available to assist students throughout the period of internship and as needed during the early years of their career.

Each student has a primary advisor with whom he/she works. Only in the absence of the primary advisor should students seek the advisement of other program faculty. Students enrolled in the Master of Arts (MA) program are advised by the program MA/EdS director or by the director's designee from among the core school psychology faculty. Currently, MA students have as their primary advisor Dr. Tom Fagan with the assistance of Drs. Randy Floyd or Beth Meisinger.

Students in the Educational Specialist degree (EdS) program have as their primary advisor, Dr. Thomas Fagan, Director of the MA/EdS Program. Dr. Fagan collaborates with the designated person in the College of Education (COE, currently, Dr. Steve Zanskas, Dean's Faculty Fellow for the college), for the advising of students in the EdS degree sequence. The COE person assists the student in completing application and degree completion materials. The MA/EdS program director advises the student on course requirements and assists in completing the student's degree plan. The degree plan is approved by the director and COE person, both of whom also serve as the student's committee.

The MA/EdS director maintains a file on each student enrolled in the program which is updated as part of the periodic student evaluation process. A permanent file of graduates is also maintained by the Psychology Department. Non-degree, licensure endorsement students are advised by the MA/EdS program director who files a proposed endorsement program with the Teacher Licensure Office (COE) for initial approval and an endorsement recommendation after the student has completed all requirements. As faculty members of the Department of Psychology, the director and core program faculty may have advisory responsibilities for undergraduate psychology majors. The Director of the MA/EdS Program also confers with prospective students seeking a career in school psychology.

C. POLICY FOR ADVISING PH.D. STUDENTS IN THE SCHOOL PSYCHOLOGY PROGRAM

The policy for advising doctoral students appears in the PhD Program Handbook.

D. POLICY REGARDING RESIDENCY IN THE MA/EDS PROGRAM IN SCHOOL PSYCHOLOGY

(Effective 1998-1999, updated June 2007, 2010, July 2013, June 2015, August 10, 2017)

Regular and intensive pursuit of the School Psychology Program are expected of all students. Though no formal non-doctoral residency requirements exist at The University of Memphis, the MA/EdS program requires the student to pursue studies in consecutive semesters until finished, and to enroll in a minimum of nine (9) semester hours each semester; students often complete 3 to 6 hours across the summer sessions. The nine hours may include enrollment for credit in the Child and Family Research Group meetings and/or the Professional Experience; however, these credits are not counted as part of the overall MA/EdS program). Exceptions to the policy are made in instances where the student's remaining courses and experiences do not require nine hours of enrollment, or by special circumstances receiving the approval of the MA/EdS Director. (See Minutes of SPCC, March 5, 1998)

Recognizing the importance of traditional and emerging instructional methodologies for the completion of curriculum requirements, the program will allow up to 4 courses (typically 12 sem. hrs.) of on-line learning to be applied to the entire 60-66 hr. MA/EdS requirement. The online course(s) must receive prior approval of the MA/EdS Director for students enrolled in the program, or approval at the time of program entrance for online courses already completed. Online courses will not be approved for core courses (PSYC 7/8800 courses) and field experiences including practica and internship. This policy will be reviewed periodically as a means of keeping up-to-date with on-line offerings and the need for flexibility in training practices.

E. POLICY FOR THE PERIODIC EVALUATION OF STUDENTS IN THE SCHOOL PSYCHOLOGY PROGRAM

(Revised for July 2008, July 2013, Updated June 2015)

The periodic evaluation of students is important to judging their progress and that of the program. Periodic evaluation sessions identify student strengths and weaknesses as they relate to their success as school psychologists. The evaluations also provide the opportunity to establish short- and long-range goals for continued professional development and to acquire specific career information. In addition, periodic evaluations provide the opportunity to establish short- and long-range goals for program development and delivery. Thus, periodic evaluation is a two-way process providing information related to both student and program development. The following shall guide the periodic evaluation process:

1. Periodic evaluation sessions are held with each student individually at least once per year during his/her enrollment in the program.
2. Sessions are scheduled by the MA/EdS Director and include as many as possible of the other program faculty and the College of Education representative.
3. First and second year students are formally evaluated following the spring semester, usually at meetings scheduled in May or June.

4. The session should review, but not be limited to the following:
   a. the student's academic progress in courses including grades, specific skills (e.g., report writing, case management), and conceptual development;
   b. the advisor's judgment of the student's personal-social behavior as related to the practice of school psychology;
   c. the student's perception of his/her academic and personal progress and overall suitability to the field of school psychology;
   d. the student's perception of the overall quality of program instruction, supervision, and administration;
   e. an overall summary of the student's progress toward degree completion, a recommendation for internship, and eventual endorsement for licensure.

   The general format of the review is guided by the Student Evaluation and Performance Portfolio Summary (SEPPS) (see attached example) which reviews progress in all areas related to the program's goals that are derived from NASP's training competency areas. The SEPPS is included with the student's portfolio at the time of the session that is subsequently rated by the faculty. The SEPPS Form and Guidelines for its Completion are made available to students in advance of each annual review

5. Following the session, student progress is rated by the faculty and a summary sheet prepared and provided to the student. A copy of the summary is maintained by the MA/EdS Director.
6. At meetings of the School Psychology Program Committee (SPPC), the Director of the MA/EdS Program shall report on the overall status of the students based on their periodic evaluations. The SPPC may choose to meet with a student to clarify evaluation information or to conduct an appeal of the student's evaluation.
7. Students whose progress in one or more areas is judged to be unsatisfactory by both the primary advisor and the MA/EdS Director may appeal the judgment to the SPPC. In such cases, it is the responsibility of the student to make a written request to the Director of the MA/EdS Program for an appeal including a brief justification for the appeal. The request must be submitted within two weeks of the student's receipt of the Director of the MA/EdS Program's evaluation summary. In turn, the Director of the MA/EdS Program will schedule an appeal meeting with the SPPC or subcommittee thereof, at which the student must appear. The SPPC may choose to affirm the judgment of the Director of the MA/EdS Program, reverse the judgment of the Director of the MA/EdS Program, or table the matter for further investigation and consideration. In so doing, the SPPC may choose to add or delete specific recommendations/objectives established during the previous evaluation sessions with the primary advisor and the Director of the MA/EdS Program.
8. Additional sessions are generally conducted in conjunction with the student's regular academic advising for registration each semester. It is the responsibility of the student to schedule an advising session each semester with the primary advisor.
9. Interns are evaluated through separate procedures at mid-year and at the end of the internship.

F. POLICY FOR RECEIVING A RECOMMENDATION TO AND COMPLETING THE EDS LEVEL INTERNSHIP IN SCHOOL PSYCHOLOGY

(Revised July, 2008; Updated, 2012, 2013, 2015)

The school psychology internship is the culminating experience for the EdS degree. Appearing at or near the end of the training program, the internship is entered only by students who are adequately prepared to meet its demands. Students may neither seek nor enter an internship without the approval of the Director of the MA/EdS Program. If a student enters an internship without the Director of the MA/EdS Program's approval, the program will not participate in the intern's supervision, nor will the experience be considered as fulfilling the internship requirement for degree completion or licensure endorsement.

A recommendation to enter an internship is made by the MA/EdS Director. The student must meet all of the following requirements:

1. The student is in good academic standing, maintaining a minimum 3.00 GPA for all graduate level work applicable to the school psychology MA/EdS sequence at the time of entering the internship.
2. The student has received a grade of "B" or better in all assessment classes as prerequisite to entering any practica. The student must have received a satisfactory grade (S) in all practica. The practica must be completed prior to entering the internship.
3. Except in cases of externship (where the internship is spread over two academic years), the student should have completed all other program requirements prior to entering the internship. With approval of the Director of the MA/EdS Program, a student may complete no more than two courses during the internship period. Students may not enter the internship if more than two courses remain to be taken in addition to the internship.
4. The student has been judged to be making satisfactory progress in all areas during the most recent periodic evaluation review.
5. The student, with the assistance of the MA/EdS Director, has located an internship site and a plan of internship has been prepared which conforms to NASP standards. The Director of the MA/EdS Program's approval of the plan represents formal approval for the student to enter the internship.
6. The intern is not employed full-time in any other capacity with the host internship agency or school district.

Students should initiate their search for an internship at least six months in advance of its starting date. The MA/EdS Director grants approval to seek an internship only when the following requirements have been met:

1. The student is in good academic standing, maintaining a minimum 3.00 GPA for all graduate level work applicable to the school psychology MA/EdS sequence.
2. The student has completed at least 48 of the 54 pre-internship hours required in the program. NOTE: Students on assistantship, who are required to maintain enrollment for 9 sem. hrs. each semester, and whose tuition is waived, may enroll for internship in advance of starting the internship when their schedules can accommodate this. The “in progress” (IP) grade is maintained until the internship is completed in the regular manner. Permission of the MA/EdS Director is required.
3. The student has been judged to be making satisfactory progress in all areas during the most recent periodic evaluation review.

Recommendation letters from the Director of the MA/EdS Program and other faculty are expected to be a part of the student's application for an internship. The Director of the MA/EdS Program's letter of recommendation is required and represents the Director of the MA/EdS Program's approval to seek an internship.

Internship experiences are designed to be in accord with the training and field placement standards of the National Association of School Psychologists. The experience is a minimum of 1200 clock hours, at least half of which is completed in a school setting. The internship, and the intern's expected period of service, extends across the entire school year. The experience is not considered to have been completed simply on the basis of 1200 hours of satisfactory service. The internship is completed only when the agency/district-based supervisor provides a final evaluation of satisfactory completion to the MA/EdS Director. On the basis of the supervisor's letter, the results of on-campus and on-site meetings, and any other evaluation information, the Director of the MA/EdS Program records a final grade for the student (Satisfactory, Unsatisfactory). The student must receive a satisfactory (S) grade for the internship in order to complete the program requirements and receive licensure endorsement.

G. POLICY FOR THE MA AND EDS SPECIALTY EXAMINATIONS

School Psychology Program
University of Memphis
(Revised 2006, Updated 2007, Revised July 2013, Update June 2015)

It is the philosophy of the School Psychology Program to prepare individuals who fulfill the Tennessee Department of Education requirements for licensure as a school psychologist, and who will perform competently on the job. The specialty examination is one means of quality control related to this objective. The specialty examination assists both faculty and students in determining apparent strengths and weaknesses related to program goals. Though a student may be terminated for poor performance on the examination, in general it is the purpose of the examination to provide a means toward improving the student's overall competence.

The specialty examination attempts to evaluate the student's understanding of his/her studies and skills related to the practice of school psychology. At the MA level, students must complete a written examination if continuing into the EdS level or if terminating at the MA level. All EdS level students complete a written comprehensive examination, typically the ETS Praxis Exam in School Psychology.

1. Guidelines for the MA Examination
    a. The exam is conducted with each student individually in the semester during which the student plans to complete the MA degree.
    b. The student must be in good academic standing and judged to have made satisfactory academic and personal progress in the program.
    c. The exam is related to the legal and ethical aspects of school psychology and students are typically provided one or more situations to which they must respond. The exam and the student response may be conveyed by email. Responses are evaluated as “Pass-Fail” by the person administering the exam, which is usually the MA/EdS Director.

d. Following the examination, the student's performance is reported to the student and the MA/EdS Director conveys the results on the appropriate examination form to the Graduate School.

2. Guidelines for the EdS Examination

Beginning in 2006, the ETS Praxis Exam in School Psychology was substituted for the traditional written comprehensive examination. The examination requirement consists of both written and oral components. The written component is the ETS Praxis Exam in School Psychology. The oral component is integrated with the February intern visit to campus during which we discuss your evaluation of the program and our evaluation of your internship. In order to complete the EdS examination requirement, each student must submit an acceptable score for school psychology credentialing by the Tennessee Department of Education (currently 147 since 2014). The student will not be approved to receive the EdS degree without an acceptable score on the Praxis examination in school psychology. **Procedure**: Each student must submit to the MA/EdS Director an official written documentation of his or her acceptable Praxis score no later than one week before the Graduate School deadline for submitting comprehensive examination scores for graduation in that semester. Because the ETS refuses to send official scores to individuals (e.g., the MA/EdS Director), the student is permitted to provide a photocopy of his/her official personal results notice. The student may take the Praxis exam more than once according to the schedule set by ETS. It is recommended that students take the exam late in the first semester or early in the second semester of the internship. If the student's score is not acceptable by the deadline for that semester, the student will be required to repeat the Praxis examination and submit an acceptable score in time for graduation and at the end of the next semester.

Exception: For students who for whatever reason are not completing the internship but seeking to complete the EdS by substitute course work (which is very rare), they would be required to take a traditional written examination at a scheduled time during the semester in which he or she plans to graduate.

a. The student must be in good academic standing and judged to have made satisfactory academic and personal progress in the program, including the internship.
b. The exam covers the content of the MA/EdS degree sequences, and may consider the student's academic and personal progress, the student's assessment of career goals, and the student's evaluation of the program.
c. The examination consists of at least six essay items, developed by a subcommittee of at least two program faculty.
d. Following the examination, each subcommittee member reads the entire exam, votes on the student's performance on each item, and makes an overall rating of the student's performance on the exam.
e. The ratings are gathered and recorded by the MA/EdS Director. In cases where the ratings are considerably discrepant, the Director of the MA/EdS Program will establish a meeting of the examination committee to determine an overall rating on the exam; this meeting may include a discussion with the student. Following the meeting, the committee will decide (by majority vote) if the student has passed the examination. Where ratings are in close agreement, the Director of the MA/EdS Program conveys to the student the overall rating (Pass/Fail) on the exam.

6. Students failing either the MA or the EdS traditional written examination may apply to take the examination a second and final time in the semester following the first administration. Failure on the second administration will result in dismissal from the program.

H. POLICY AND PROCEDURE FOR THE ENDORSEMENT OF NON-DEGREE SCHOOL PSYCHOLOGY LICENSURE STUDENTS

(Effective 1998-1999, Update July, 2013)

Occasionally persons seek the assistance of the program in achieving licensure after moving to Tennessee from out of state where they were trained and/or practiced as school psychologists, or after completing degrees in fields other than school psychology. Persons already holding a credential as a school psychologist in another state are directed to seek licensure reciprocity directly through the licensure office in the TDOE. As a TDOE approved program, the University of Memphis School Psychology Program endorses for TDOE licensure only persons who have completed the MA/EdS approved program or its equivalent. The following policies shall be applied to this process:

1. The Director of the MA/EdS Program holds a preliminary meeting with the person to make a judgment of the person's admissibility to the program and to review previous work. The Director of the MA/EdS Program advises the person as to what will be required for admission to the program as a degree or non-degree student, and also provides a judgment regarding additional work required for endorsement. If the person concurs and chooses to go forward with the process, he/she then submits an application to enter the program as a degree or non-degree student.
2. The applicant's previous work shall be reviewed by the MA/EdS Director to determine what additional courses and experiences are required to reach program equivalency. In some instance, this will require enough additional work that the applicant will be asked to enroll in the MA and/or EdS degree programs. In other instances where only a few additional requirements remain, the applicant may choose to be admitted as a non-degree student.
3. A time limit for previous work is not imposed. However, the burden rests with the applicant to demonstrate that his/her knowledge and skills are commensurate with the expectations for current students. In the absence of such demonstration, required courses and experiences must be repeated. Competency may be achieved through repeating courses or experiences, obtaining credit by examination, validation of previous courses, presenting letters attesting to one's skills, or actual demonstration of skills through practicum.
4. In the process of achieving program equivalency, the person must make regular application to the program and be admitted according to the guidelines for degree seeking program students.
   a. In addition to the usual application materials (university and departmental application forms, GRE scores, all undergraduate and graduate transcripts), the person must submit letters from previous faculty, employers, or others familiar with his/her work.
   b. The application must include information regarding relevant education and psychology credentials already held.
5. The application is reviewed through the regular admission subcommittee process. If admitted to the program, the student's degree/non-degree requirements for endorsement are reviewed again by the COE program co-director.
6. Once admitted, the student must pursue required courses and experiences according to the residency policy. The student's work is reviewed each semester as per the policy for periodic review.

7. If the student is completing the MA and/or the EdS degree, he or she must complete the required annual review sessions and pass the corresponding written examination requirements.
8. Once the student's requirements are completed, the student will file for endorsement through the Office of Teacher Education & Student Support Services of the CO and the MA/EdS Director will file the final review form, as is customary for other students.

Note: Students with prior work almost always complete the EdS degree enroute to endorsement. Thus, although the program provides for the endorsement training of students already holding an EdS or greater degree or its equivalent, it is a very rare occasion.

I. POLICIES AND PROCEDURES FOR THE ESTABLISHMENT, OPERATION, AND MAINTENANCE OF THE SCHOOL PSYCHOLOGY PROGRAM COMMITTEE

(August 17, 2015, update June, 2107)

The School Psychology Coordinating Committee (SPCC) was originally established in 1975 by the Vice president for Academic Affairs to develop policy and curriculum for a jointly sponsored school psychology graduate program. The committee had representation from both the Department of Psychology (College of Arts and Sciences) and the College of Education. The original committee was appointed jointly by the Chair of the Psychology Department and by the Dean of the College of Education. The Chair and the Dean were granted joint overall authority for the School Psychology Program. Originally charged with the task of developing a program approval proposal to be submitted to the Tennessee State Department of Education, the committee's efforts resulted in the development of the present program. At a meeting of July 7, 2015 it was recommended that the SPCC be reconstituted and that the MA/EdS program be brought into the governance of the Department of Psychology with the support of the College of Education via a revised committee structure. The original SPCC, comprised of four persons from the Psychology Department, four persons from the COE, with one person from each administrative unit designated as co-director of the program, and student representation will cease to exist, effective at the beginning of the fall semester, 2015.

The new governing committee will be titled The School Psychology Program Committee (SPPC). The committee will govern the MA/EdS and the MS/PhD degree programs. The MA/EdS program will no longer be considered as jointly sponsored but rather will include curricula and policies that are developed by the core school psychology faculty and a dean's office level representative of the College of Education. In 2020-2021 the SPPC will include Drs. Thomas Fagan (Director of the MA/EdS Program), Beth Meisinger (Director of the PhD Program), Sarah Irby (Clinical Assistant Professor of Psychology) and Randy Floyd (Psychology Department Chair) and (Dr. Steve Zanskas, Dean's Faculty Fellow for the College of Education. Student members as needed will be asked to participate on the SPPC.

Like the former SPCC's authority over the MA/EdS degree program, the SPPC has policy authority over the MA/EdS and the MS/PhD degree programs. The committee ensures that its policies are consistent with the policies of the Department of Psychology while maintaining the necessary adaptations enacted in the past for the EdS degree governed by the College of Education (e.g., 30 semester hours beyond the MA degree including the internship and requirements of the overall sequence as approved by the SPPC).

The following policies apply to the committee:

A. Establishment of the SPPC

1. The SPPC shall consist of the following persons:
   a. The core faculty of the school psychology program from the Department of Psychology, to include faculty whose primary assignment is to the MA/EdS and the PhD programs; in effect, all members of the school psychology core faculty; currently four persons.
   b. A representative from the College of Education's administration selected by the Dean of the COE and approved by the core school psychology faculty. This is usually a dean's office level person with broad understanding of the COE. At the discretion of the Dean, this person may be drawn from the areas of special education, educational psychology, or counseling.
   c. Students (e.g., from the MA/EdS level and the PhD levels of the program) may be asked to participate in the SPPC governance. The students will serve as ad hoc members, called upon as needed by the SPPC.
   d. Faculty member vacancies are replaced in a timely fashion through the same process as the original selection procedure (see A-1-a & b, and A-2).
   e. One or more practicing school psychologists may be asked to participate in the SPPC governance. These professionals will serve as ad hoc members, called upon as needed by the SPPC.

2. The SPPC requires a continuity of membership from year to year. Faculty selected to serve on the SPPC shall be expected to serve throughout their terms of appointment by the Department of Psychology or the College of Education. A core school psychology faculty member may choose not to serve for reasons acceptable to the SPPC and at the discretion of the SPPC a faculty member from another area of the Department of Psychology or the College of Education may be chosen to serve in that person's stead.

3. The SPPC Chair shall rotate annually between the MA/EdS and PhD program directors, beginning with the MA/EdS director for the period September, 2015-August, 2016 (Fagan); 2016-2017 (Floyd); 2017-2018 (Fagan), 2018-2019 (Floyd), 2019-2020 (Fagan), 2020-2021 (Meisinger), 2021-2022 (Fagan).

B. Operating Procedures

1. Meeting Times and Minutes
   a. The SPPC shall meet at least once during each academic semester, excluding summer sessions. The meetings may be conducted through email or other electronic means.
   b. Meeting times and dates are established by the SPPC Chair in consultation with the members of the SPPC.
   c. Meeting locations will usually be in the Department of Psychology but may be held in the COE at the discretion of the committee.
   d. The SPPC Chair shall announce the meeting, establish the agenda, and conduct the meeting.
   e. Minutes of meetings are recorded by the SPPC Chair (or by a designated committee member). Minutes are disseminated and maintained by the SPPC Chair.

2. Business Topics
   The following represent the type of business that may be brought before the committee, though the committee is not limited to these examples:

1. program admission policies or decisions
2. retention or dismissal of students
3. special appeals or petitions prepared by students
4. curriculum policy decisions such as course additions, deletions, and substitutions (not to include day-to-day matters such as waivers)
5. selection of subcommittee members (e.g., admissions)
6. policies of the SPPC
7. accreditation
8. responsibilities of program faculty

C. Decision-Making Policies

1. The presence of any three members, including the Chair and two faculty shall constitute a quorum.
2. The committee attempts to reach decisions by consensus, avoiding the necessity of formal votes. In situations where clear consensus cannot be reached, a vote may be requested by any committee member. A simple majority of the voting members of the committee present at the meeting shall determine the decision.
3. Each faculty member of the SPPC has equal voting power (1 vote).
4. Student ad hoc members shall neither be present nor vote on deliberations related to fellow students currently enrolled in the program (e.g., examination results, appeals, retention decisions).
5. Ultimate responsibility for the operation of the program rests with the Chair of the Department of Psychology and policy decisions regarding the program are subject to such review.

D. Subcommittees

1. A Subcommittee on Admissions shall be established each year as per the policy on admissions.
2. If needed, a Subcommittee on Examinations shall be established as per the policy on examinations.
3. Additional subcommittees shall be established as judged appropriate by the SPPC.

E. Changes to these policies. This governance document is reviewed annually to ensure that new policies and amendments to the document have been included. These policies may be temporarily suspended by the proper motion, second, and affirmative vote of two-thirds of a quorum present at a SPPC meeting; or the policies may be permanently changed by the proper motion, second, and affirmative vote of two-thirds of the SPPC's eligible voting members.

J. RESPONSIBILITIES OF THE DIRECTOR OF THE MA/EDS SCHOOL PSYCHOLOGY PROGRAM

(Effective 1998-1999, Updated July, 2013, June 2015)

The day-to-day operation of the School Psychology Program is administered from the Department of Psychology. The director of the MA/EdS School Psychology Program is an academic appointment in the Department of Psychology, and the position is filled according to the policies and procedures of the Department of Psychology. Matters of retention, tenure and

promotion are also determined by the Department of Psychology. The MA/EdS director serves as the principal representative of that program to the School Psychology Program Committee (SPPC). All matters related to the development, maintenance, and operation of the program are determined by the SPPC and directed to the MA/EdS director for appropriate action. The director represents the MA/EdS program to several constituencies including the Department of Psychology, the COE, the general university community, the Tennessee Department of Education, accreditors, other university programs, practicum and internship sites, community agencies, and the general public.

The director serves as a member of the SPPC. In this capacity, the director brings important matters before the SPPC. As the official policy making body of the program, the SPPC resolves business and establishes policies that are then put into effect by the MA/EdS director. Responsibility for the day-to-day operation of the program is delegated to the MA/EdS director by the SPPC. Specific functions related to day-to-day operation include:

1. Recruitment of students. This may include developing program descriptions and brochures for dissemination, visitations to other colleges and universities, career advising of potential students.
2. With assistance of the Admission's Secretary in the Department of Psychology, the director screens all incoming applications, removing those that do not meet minimal expectations for further review by the admissions subcommittee. Those worthy of review are forwarded by the director to the subcommittee for review, and the subcommittee's decisions are processed by the Admissions Secretary to the Graduate Office.
3. Reviewing program policies, curricular requirements and electives, and making recommendations for improvement to the SPPC.
4. Assists in advising students currently enrolled in the program as per the policy on advising.
5. Conducts follow-up evaluations of previous graduates, especially those in the most recent years. These evaluations are used to assist in program development.
6. Assists students in seeking and selecting suitable practicum, internship, and employment sites.
7. Assists students in seeking advanced graduate programs.
8. Maintains the necessary records of the program including:
   a. correspondence with prospective students, field placement sites, practitioners, other programs, TDOE, TASP, etc.
   b. folders of current and former students
   c. degree plans for each student
   d. program policies, descriptions, minutes of meetings
   e. MA and EdS examinations, results, records
   f. historical information about the program
   g. accreditation records
9. Oversee the preparation and grading of MA and EdS exams.
10. Establishing and maintaining liaison relationships to various agencies. This is a central responsibility of the day-to-day operation of the program. This includes relationships with the various constituencies identified in the first paragraph above.

SCHOOL PSYCHOLOGY PROGRAM
THE UNIVERSITY OF MEMPHIS
(For 2020-2021 Recommendations)
Licensure Recommendation Requirements

Degree: The Educational Specialist or higher degree (or its equivalent) including preparation specifically in school psychology. A recommendation is made only when the applicant has completed all requirements of The University of Memphis MA/EdS program or the equivalent. A person seeking licensure endorsement who has prior degrees and/or licensure from outside Tennessee will have requirements determined individually to be equivalent to the training level of the licensure requirements specified below. The review is done by the MA/EdS school psychology program coordinator.

Specific Course/Competency Areas

No.	Title	Credit	Equivalency	Met
Master of Arts Degree (37 hrs)				
PSYC 7800	Intro. School. Psychology	3	_____	___
PSYC 7207	Developmental Psychology*	3	_____	___
PSYC 7802	Ch. Disab. & Families	3	_____	___
PSYC 7803	Psychoed. Assessment I	3	_____	___
PSYC 7804	Psychoed. Assessment II	3	_____	___
PSYC 7614	Practicum: Schl. Psy.	3	_____	___
PSYC 7805	Psychological Consultation	3	_____	___
PSYC 7806	Interventions in Schl Psy	3	_____	___
SPED 7514	Applied Behavior Analysis***	3	_____	___
EDPR 7511	Tests & Measurements	3	_____	___
EDPR 7541	Stat. Methods App. Ed.	3	_____	___
SPED 7000	Intro. Except. Learners or SPED elective	3	_____	___
Educational Specialist Degree (30 hrs)				
PSYC 7301	Res. Des. & Methodology**	3	_____	___
LEAD 6000	Educ. Sch & Amer Soc	3	_____	___
COUN, EDPR, or SPED Elective		3	_____	___
COUN, EDPR, or SPED Elective		3	_____	___
PSYC 8807	Academic Interventions	3	_____	___
PSYC 7614	Practicum: Schl. Psy.	3	_____	___
PSYC 7812	Internship: Schl. Psy.	6-12	_____	___

* EDPR 7111 & 7112 may be substituted for PSYC 7207.
** Students may substitute PSYC 7509, EDPR 7521, 8561, or ABA Case Designs (EDPR 8581).
*** EDPR 7151 Individual Differences may be substituted for the SPED 7514 requirement.

_____The applicant has completed all curricular and personal/professional expectations of the MA/EdS school psychology sequence, or the equivalent for a school psychology endorsement.

Applicant: _____ Date: _____

Dr. Tom Fagan, Program Director's Signature: _____

Numbers and Titles of Required and Elective Courses (6/20)

**** Indicates a required or preferred elective course (by permission only)***

COUN	7710	Addiction Counseling
	7730	Crisis Intervention Counseling*
	7750	Multicultural Counseling*
	7531	Group Counseling Processes*
ICL	7001	Fundamentals of Curriculum
	7003-8003	Curriculum Design & Evaluation
	7706	Family & Community Relations for Teachers
EDPR	7111-8111	Child Development and Education
	7112-8112	Adolescent Development and Education
	7121-8121	Learning and Cognition Applied to Education
	7149-8149	Seminar Cognitive Proc. Applied to Education
	7151-8151	Individual Differences in Learning*
	7511-8511	Measurement and Evaluation*
	7512-8512	Psychometric Theory and Educ. Application
	7521	Introduction to Research Design and Methodology*
	7541-8541	Statistical Methods Applied to Education I*
	7542-8542	Statistical Methods Applied to Education II
	7561-8561	Qualitative Methods in Education*
	7581-8581	Behavioral Analysis & Case Designs*
LEAD	6000	Found. Studies: Educ., Schooling & Amer. Soc.*
	7100	Education & Community
	8002	American Society and Educational Policies
LDPS	7311-8311	Issues in Philosophy of Education
	7350-8350	Policies & Politics Contemporary Amer. Educ.
PSYC	7207-8207	Developmental Psychology*
	7301-8301	Research Design and Methodology*
	7509-8509	Seminar: School Psychology (Single-Subject Research)
	7614-8614	Practicum: School Psyc.(a): Assessment*
	7614-8614	Practicum: School Psyc.(b): Interventions*
	7800-8800	Introduction to School Psychology*
	7802-8802	Children with Disabilities and Their Families*
	7803-8803	Psychoed. Assess. I (Cognitive/Achievement)*
	7804-8804	Psychoed. Assess.II (Personal/Social)*
	7805-8805	Psychological Consultation *
	7806-8806	Interventions in School Psychology*
	7807-8807	Academic Interventions in School Psychology*
	7812-8812	Internship: School Psychology*
SPED	7000	Introduction to Exceptional Learners*
SPED	7514	Introduction to Applied Behavior Analysis

External Evaluations of the Program
The School Psychology Program is externally reviewed by several agencies at different intervals. The Southern Association of Schools and Colleges provides a review of all UM academic programs. The University Graduate School and University Board of Regents require a review of graduate programs every ten years unless a program is approved by a national accreditor. The National Association of School Psychologists (NASP) in conjunction with the Council for the Accreditation of Educator Preparation (CAEP) approves programs on a several year cycle. Our program holds NASP Full Approval through December 31, 2024. The CAEP accredits education units on a similar cycle and the College of Education was visited and accredited in 2016. The Tennessee State Department of Education team visited at the same time and accredited our program without stipulations. In addition, the program routinely receives feedback from students and supervisors through semester advising, periodic evaluations, MA and EdS examinations, and follow-up surveys of graduates. Our PhD School Psychology Program was accredited by the American Psychological Association in fall 2014 and that is active through 2021.

Graduate Student Organizations: Graduate students in all programs are represented in departmental governance by the **Graduate Student Coordinating Committee (GSCC)** comprised of representatives from each of the programs. The 10 student representatives (one from school psychology) have three votes in most departmental matters and participate in several activities; the GSCC representatives do not vote on matters reserved for the Tenure and Promotion Committee and matters related to other students. Students are encouraged to actively participate in the GSCC. For further information see the *Psychology Department Governance Policy* and the *Department of Psychology Graduate Program Handbook*. School psychology students also belong to the **School Psychology Association (SPA)** and are expected to participate in this group. In addition to regular meetings and inservice programs, the SPA members serve as mentors to new students.

Employment Assistance Resources: Toward the end of the internship, students are assisted in their search for employment. The program maintains a bulletin board of employment opportunities and announcements located outside room 109 and job opportunities are routinely shared by email. Students are introduced to a variety of on-line employment resources in the technology portion of PSYC 7800 Introduction to School Psychology. For example, they are exposed to the APA's PsycCareers (http://www.apa.org/careers/psyccareers/) website, the NASP's Career Center https://nasponline-jobs.careerwebsite.com, the Online Psychology Career Center (http://www.socialpsychology.org/career.htm), and the *Chronicle of Higher Education* (https://chroniclevitae.com). Employment notices also appear in the APA *Monitor on Psychology* and the NASP *Communiqué.* State association and state department of education websites are also helpful (e.g., http://tasponline.org/announcements). Jobs are also posted on the websites for the Council of Directors of School Psychology Programs (www.cdspp.net), and of the Trainers of School Psychologists (https://tsp.wildapricot.org/). Faculty are readily available to assist graduates during employment on matters of practice or pursuing additional employment positions. Students are also encouraged to attend state and national conventions where job opportunities are often listed. All students are expected to request letters of recommendation from program faculty as well as from internship supervisors and others familiar with their preparation.

Student Awards: The School Psychology Program Director's Award is issued to an MA/EdS student who demonstrates outstanding performance in, and service to, the school psychology program. The award, sponsored by Dr. Craig M. Brown in Honor of Dr. Andrew W. Meyers, carries a stipend and is announced at the annual spring luncheon. A similar award is given by the director of the PhD program. The program also participates in the annual William Ballard Award competition coordinated by the Tennessee Association of School Psychologists, recognizing outstanding doctoral and non-doctoral students. A number of travel awards are offered by the University's Graduate Student Association: (http://www.memphis.edu/gsa/travel_funding.php), and the Psychology Department chair has made available funds each year to support travel for psychology graduate students. Travel assistance is also available through funds provided to the School Psychology Program by Norman and Carmelita Teeter.

Annual Orientation Meeting: All newly admitted students are expected to attend the orientation meeting held by the Psychology Department during the week prior to the start of fall semester classes. The one-day meeting includes a welcoming speech by the department chairman, introduction of program directors and office staff, department and campus tours, research group and program meetings, advising, finalizing assistantship contracts, lunch, and a social gathering. An announcement is sent to students informing them of the event. The UM Graduate School holds its orientation during the same week.

Financial Assistance: As the present time there are no assistantships specifically assigned to MA/EdS students. All PhD students are in funded assistantships for 20 hours per week which carry tuition waivers; MA/EdS students will occasionally contract for 10 hrs. per week but may not get tuition waivers. The department business manager assists students in completing the contract and provides information on specific contractual expectations, funding amounts and payments. During the first year students on departmental assistantships attend a weekly colloquium on Friday afternoon. Assistantships or other financial support may be available through the College of Education, The Campus School, The Lipman Early Childhood School and Research Institute, UM Disability Resources for Students Office, the Graduate School, or local community agencies and schools. Students are encouraged to contact these resources and a list may be available from the MA/EdS Director. Students on assistantships that require 20 hours per week of service are not expected to be employed in other capacities during their training. Other forms of financial assistance (e.g., student loans) may be explored through the UM Office of Student Financial Aid.

Full-Time Status: All students are expected to pursue graduate work on a full-time basis (a minimum of 9-12 sem. hrs. each semester) unless approved for a lesser amount by the MA/EdS Director (See MA/EdS Residency Policy). Ordinarily students pursue 12 hours per semester in order to complete the program over three years. Though rare, some students pursue their studies while holding part-time employment. Many of the courses are offered once per week and in the afternoon or evening but times cannot be changed to meet the needs of every student. In addition, many courses are offered only once each year and are in a sequence (e.g., assessment, intervention, and practica). Not enrolling in the proper sequence will delay the student's progress by one year. It is the student's responsibility to balance employment and other activities with the requirements of the program.

Commencement: The UM now has separate graduation ceremonies by colleges. School psychology students receiving the Master of Arts, Master of Science, or the Doctor or Philosophy degree will attend the College of Arts and Sciences ceremony. Those receiving the Educational Specialist degree will attend that of the College of Education. Please be alert to the Graduate School deadlines for filing for graduation and other information about the date and location of commencements.

Becoming a Professional School Psychologist

A. **Importance of Ethics and Standards**: Throughout the graduate program, all students are expected to become familiar with, and behave in accordance with, the ethics and standards of state and national associations for school psychologists. These documents are provided and reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing school psychology programs. In order to receive the program director's endorsement and recommendation for credentialing and/or employment it is insufficient to have merely completed the academic requirements. All students are to have additionally demonstrated their knowledge of, and conformity to, ethics and practice guidelines throughout all aspects of the program.

B. Professional Association Memberships: All students are encouraged to join and actively participate in state and national professional associations. The Southwest TN Regional Representative(s) of TASP visits the program during the first semester to discuss school psychology in Tennessee and TASP membership. Information about other state and national groups is routinely provided in PSYC 7800/8800. Students are also encouraged to attend local meetings of SWTASP, state conferences, and national conferences. Presentations of their research and professional practices at these meetings are strongly encouraged. As a result of these efforts, almost all students are members of the state association, many of the national associations, and many are active participants in their conventions. All students are expected to join a state and national association by the end of the internship. In recent years, the generosity of Norman and Carmelita Teeter has financed the TASP memberships of all students as well as registration fees to state and national conventions.

C. Becoming Nationally Certified or Board Approved: Upon completion of the program and internship, students are strongly encouraged to become nationally certified through the NASP, and in the case of doctoral students, board approved through the process of the American Board of School Psychology. Students are introduced to these credentials and their requirements during the first semester of training in PSYC 7800/8800.

D. Acquiring Practice Credentials: All students are expected to obtain state education and/or other credentialing in school psychology following graduation. Students should initiate the process of licensure endorsement in school psychology in TN during the first semester of the internship. Students must contact the teacher licensure office in the College of Education (COE) through which all endorsements are routed for TDOE credentialing. At the end of training, the program director completes a licensure endorsement form that is filed with the COE as part of this process (see p. 48). Those seeking employment outside TN should contact

the appropriate agencies in those states at least six months in advance of seeking such employment.

E. Continuing Professional Development and Outreach: The School Psychology Program encourages continuing professional development (CPD) of its current and former students as well as area school psychologists. During the program, students are expected to participate in research group and other presentations on campus and to attend local and state conferences. In some instances, conference presentations may be substituted for reading requirements in a course. The program also assists the CPD of area school psychologists by having faculty or invited professionals make presentations and by facilitating programs developed by area school psychologists. The program provides outreach efforts by disseminating research findings and presentations to the Southwest TASP membership. The TASP newsletter routinely carries program information that alerts school psychologists across the state to the activities of the UM and other programs.

Appendix A: Guidelines for Preparing the Annual Student Evaluation of Performance and Portfolio Summary (SEPPS)

An annual review is conducted at the end of the first and second years of training. For MA/EdS students this will not necessarily involve a face-to-face meeting. Students completing their internship are evaluated through a separate process. Beginning with the first semester each student is to initiate and maintain a personal portfolio. The portfolio should include items that reveal your competence, progress, and how you are meeting the goals of the program and each NASP Competency Domain; the portfolio is organized to include areas for information and products related to each domain. The portfolio includes a curriculum vitae. An important adjunct to the portfolio is the annual Student Evaluation and Performance Portfolio Summary (SEPPS). The forms are distributed each spring in advance of the annual reviews. The format of the annual review includes progress in courses and future course plans, field experiences, professional development, research, and program evaluation. In completing the SEPPS, the student is encouraged to provide responses that are keyed to specific documents in the portfolio that provide evidence for the response area. An array of contributions from course content, experiences, placements, etc., are to be identified in responding to each area. For example, responses to diversity competencies can include ethnicity as well as disability, religion and gender preferences, ages, SES, and geography. An important aspect of the portfolio will be for you to integrate your experiences to demonstrate how you are having a positive impact on children, families, schools, or the community. Assignments to that effect may be embedded in your practica and internship.

The portfolio is evaluated during your annual evaluation session and is regularly updated throughout your program of studies. Students will be asked to use the portfolio as a means of demonstrating their progress during annual evaluations and their competence across the NASP domains; it is also helpful in seeking internship and employment. In May students will be notified of the schedule for evaluations and the student's portfolio reviewer. The portfolio, including the SEPPS form, must be turned in to your designated evaluator at least one week in advance of the deadline specified in the May announcement. At the same time, a copy of the SEPPS form is also provided to all other faculty members of the annual evaluation committee (Drs. Fagan, Floyd, Meisinger, and Zanskas). Based on the SEPPS and portfolio program faculty

provide ratings across the NASP domains of training and practice as well as in the areas of impact on children, working with a culturally diverse society, progress in the program, and goals for the upcoming year. Together, these ratings will provide a description of your progress throughout the program. The faculty ratings will reflect their assessments of progress based on the portfolio and any other assessments that relate to the NASP domains at the time of the annual review. First-year students are encouraged to seek the assistance of their student mentor in organizing their portfolios.

Portfolio Format

The portfolio should be in a hard-cover binder, include a table of contents, and be organized around the NASP competency areas, or if preferred around items of evidence for the competency areas. In this manner, the portfolio reflects each area of the competency discussions of the SEPPS form. For example, SEPPS competency area 2.1: Data-Based Decision Making and Accountability would have the narrative in the SEPPS form and the portfolio would include assessment projects and materials from the PSYC 7803 class. The narrative specifies the portfolio evidence that demonstrates one's competency. Evidence pertaining to more than one competency area can be cross-referenced in the narrative. For each competency area a student describes his/her development (limited to 100 words each year) and provides evidence of competency (limited to one item).

Recommended Products for the Student Portfolio

First-Year Products for the Portfolio

Student Curriculum Vita
Transcripts of grades (unofficial and obtained online)
Student Evaluation and Performance Portfolio Summary (SEPPS)
PSYC 7800 Products (Who's Who, Topic Presentation, Visit To School Psychologist)
PSYC 7803 Diversity Issues Project
PSYC 7804 FBA Project
PSYC 7807 Interventions Project
Professional Experience log and evaluations for fall and spring semesters
PSYC 7614a Practicum case studies (made anonymous) from SCS or other placements
PSYC 7614a Practicum log, supervisors' evaluations
Evidence of professional development (e.g., conferences attended or presentations given)
Evidence of research participation (faculty research lab, Child & Family meetings)
Thesis proposal, if applicable
List the types of technology with which you are competent (e.g., assessment tools, word processing, scoring programs, power point, statistical programs)

Second-Year Products for the Portfolio

Updated Student Vita
1st Annual evaluation letter from program director
Transcripts of grades (unofficial and obtained online)
Student Evaluation and Performance Portfolio Summary (SEPPS) for Year 1 and 2
PSYC 7805 Consultation Project (making a difference in student growth)
PSYC 7806 Intervention/Treatment Plan
PSYC 7614b Presentation (Home-School Collaboration)
PSYC 7614b Counseling Group Treatment Plan

PSYC 7614b Practicum experiences, logs, supervisor evaluations, personal evaluations
Projects and reports from SPED, COUN, EDPR elective courses
Evidence of professional development (e.g., conferences attended or presentations given)
Evidence of research Participation (poster presentation handouts, manuscripts)
Thesis proposal and dissertation proposal, if applicable
MA Ethics Examination and degree completion
List the types of technology with which you are competent (e.g., assessment tools, word processing, scoring programs, power point, statistical programs)

Third-Year Products Added to the Portfolio for Seeking Employment
Interns do not participate in the on-campus SEPPS and portfolio review.
Student Vita
2nd Annual evaluation letter from program director
Transcripts of grades (unofficial and obtained online)
PSYC 8812 Internship Plan and Monthly Logs
PSYC 8812 Internship Evaluation done by Faculty Supervisor (Case Studies & Research Project)
PSYC 8812 Internship Evaluations done by Field Supervisor(s)
Praxis Examination Scores
Evidence of professional development (e.g., conferences attended or presentations given)
Evidence of research Participation (poster presentation handouts, manuscripts)
Thesis proposal and dissertation proposal, if applicable
List the types of technology with which you are competent (e.g., assessment tools, word processing, scoring programs, power point, statistical programs)

Curriculum **Appendix B NASP Domain to Program Curriculum Matrix (effective 2016-2017; 6/18)**

Department of Psychology	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**2.7**	**2.8**	**2.9**	**2.10**
7800 Introduction to School Psychology					P					P
7802 Child. Disabilities & Their Families							P	P		
7803 Psychoed. Asst. I-Cognitive/Achievement	P									
7804 Psychoed Asst. II-Personal/Social	P									
7805 Psychological Consultation		P				P				
7806 Interventions in School Psychology			P	P						
7807 Academic Interventions			P							
7614a Practicum In School Psychology - Assessment	P				P					
7614b Practicum In School Psychology- Interventions	P	P	P	P						
7207 Developmental Psychology			P							
7301 Research Design & Methodology	P								P	
7812 Internship In School Psychology	P	P	P	P	P	P	P	P	P	P

College of Education	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**2.7**	**2.8**	**2.9**	**2.10**
Intervention Elective (COUN, EDPR, SPED)			P	P						
Intervention Elective (COUN, EDPR, SPED)			P	P						
EDPR 7521 Intro. to Educational Research	P								P	
SPED 7514 ABA or EDPR 7151 Individual Diffs.					P			P		
EDPR 7541 Statistical Method Applied to Ed	P								P	
EDPR 7511 Measurement and Evaluation	P								P	
LEAD 6000 Foundational Studies, Educ, Schl.Society					P					P
SPED 7000 Intro. To Exceptional Learners								P		P
Professional Experience Assignment										P
Child & Family Group Research Meetings	Continuing Professional Development								P	

NASP Domains of Training and Practice	
2.1 Data-Based Decision-Making and Accountability	2.6 Preventive and Responsive Services
2.2 Consultation and Collaboration	2.7 Family-School Collaboration Services
2.3 Interventions and Instructional Support to Develop Academic Skills	2.8 Diversity in Development and Learning
2.4 Intervention and Mental Health Services to Develop Social and Life Skills	2.9 Research and Program Evaluation
2.5 School-Wide Practices to Promote Learning	2.10 Legal, Ethical, and Professional Practice

P = **Primary Domain Alignment (Based on NASP 2010 Standards)**