

Student Admissions, Outcomes, and Other Data

University of Memphis School Psychology Doctoral Program

Date Program Tables are Updated: September 10, 2022

Admissions

The American Psychological Association (APA) accredited School Psychology doctoral program admits 2 to 5 students each year. The application deadline is December 15. Students are notified of admission during the spring semester and begin their study during the following fall semester.

The School Psychology Admissions Committee employs a holistic approach to the admissions process. We consider at least seven dimensions when evaluating applicants:

1. Match with program goals
2. Research interests and experience
3. Practical experiences with children, adolescents, and families in schools and related settings
4. Potential to contribute to program and department diversity initiatives and to the diversity of the field of school psychology
5. Undergraduate grade point average (and graduate grade point average, if applicable)
6. Quality of the personal statement
7. Letters of recommendation

The strongest applicants will have training in psychology, general interests in the research and practice of school psychology, and specific interests in research conducted by program faculty.

Applicants from diverse backgrounds and individuals with disabilities are encouraged to apply. The University of Memphis will promote and ensure equal opportunity for all persons without regard to race, color, religion, sex, national origin, sexual orientation, disability status, age, or status as a qualified veteran with a disability or veteran of the Vietnam era. Information about the university's Office for Institutional Equity can be found here: <https://www.memphis.edu/oie/>. The University of Memphis provides a comprehensive program of services and academic accommodations designed to provide access and opportunity available to students with disabilities through the Disability Resources for Students office (<https://www.memphis.edu/drs/index.php>).

Memphis is rich with diversity, and it offers students exceptional opportunities to develop skills in providing services to children, adolescents, and families from various cultural backgrounds. At the department level, there is a very active group of faculty and student leaders who coordinate monthly forum meetings, diversity training, and yearly guest speakers focused on diversity, equity, and inclusion; an affinity group for students of color; and periodic assessment of department climate. At the program level, 50% of the program's students identify as African American, Asian American, Asian, or Hispanic/Latinx, and many school-based, clinical, and community supervisors are psychologists of color.

Descriptive statistics for GPA and GRE and variables from students who have enrolled in the program since 2014 provide reference points for potential applicants. It should be noted that the GRE is no longer required for program admission as of the 2021-2022 year.

Admissions variable	Average	Median	Standard Deviation
GRE Verbal	153	154	5.18
GRE Quantitative	150	150	4.37
GRE Analytical Writing	4.24	4	0.62
Undergraduate GPA	3.61	3.69	0.32
Graduate GPA (upon admission)	3.87	3.94	0.17

Program Costs

All school psychology doctoral students in good standing are granted a minimum of 4 years of graduate assistantship support. These assistantships require approximately 20 hours of work a week, which may involve research, clinical activities, teaching, or departmental service.

Students having earned only bachelor's degrees receive \$17,000 annually for their assistantship, and those having earned master's (or educational specialist) degrees and having completed a thesis involving quantitative or qualitative research will receive \$18,000 annually.

Students supported by assistantships have their tuition—in-state, out-of-state, and international tuition for a maximum of 12 credit hours per semester—effectively waived during the fall and spring semesters. Furthermore, fees associated with online courses are paid by the department. Thus, tuition costs and all related fees are reduced to zero for students in good standing supported by graduate assistantships. Without an assistantship, tuition averages about \$6,000 per semester (for 12 credit hours) for students in state, \$9,300 for students out of state, and \$11,600 for international students.

Students who enroll in dissertation credit hours following the end their graduate assistantships (for example, during the internship year) pay full tuition costs for these credits; a minimum of 6 dissertation credit hours are required. Students do not pay for internship credit hours. Tuition estimates can be calculated here: <https://umwa.memphis.edu/estimator/>.

Description	2022-2023 1st-year Cohort Cost
Tuition for full-time students (in-state)	\$0
Tuition for full-time students (out-of-state)	\$0
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	NA
University/institution fees or costs	\$0
Additional estimated fees or costs to students (e.g., books, travel, etc.)	\$600

Internship Placement — Table 1

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	2	67	2	100	2	67	1	100	2	100	4	100	2	100	3	100	1	100	3	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	1	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	2	67	2	100	3	100	1	100	2	100	4	100	2	100	3	100	1	100	3	100
Students who sought or applied for internships including those who withdrew from the application process	3	-	2	-	3	-	1	-	2	-	4	-	2	-	3	-	1	-	3	-

Internship Placement — Table 2

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	%	N	%	N	%	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	3	-	2	-	3	-	1	-	2	-	4	-	2	-	3	-	1	-	3	-
Students who obtained paid internships	2	67	2	100	3	100	1	100	2	100	4	100	2	100	3	100	1	100	3	100
Students who obtained half-time internships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

For students who entered the APPIC match across the past nine years, our internship match rate has been 100% with all students matching to APA-accredited internships. Furthermore, our students have had great success matching to highly competitive sites (see below for a selection of recent sites).

Recent Internship Sites (all APA-Accredited)
The School at Columbia University, NY
The Children’s Center, UT
Fort Worth Independent School District, TX
Kennedy Krieger Institute & Johns Hopkins University School of Medicine, Behavioral Psychology/Neuropsychology, MD
Cypress Fairbanks Independent School District, TX
Florida State University Goldhagen Multidisciplinary Evaluation & Consulting Center, FL
The Texas Child Study Center, Primary Care Track, TX
Lewisville Independent School District, TX
Nebraska Internship Consortium in Professional Psychology, Munroe-Meyer Institute, Behavioral Pediatrics, NE

Attrition

Variable	Year of First Enrollment																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e., new students)	4	-	3	-	2	-	3	-	4	-	1	-	5	-	5	-	3	-	1	-
Students whose doctoral degrees were conferred on their transcripts	3	75	2	67	1	50	3	100	2	50	1	100	2	40	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	1	50	0	00	0	05	0	0	3	60	5	100	3	100	1	0
Students no longer enrolled for any reason other than conferral of doctoral degree	1	25	1	33	0	0	0	0	2	50	0	0	0	0	0	0	0	0	0	0

The program faculty strive to support and retain students who enter the program. Occasionally, students learn that other graduate programs or other courses of action are more aligned with their personal and career goals. In some cases, they join the department's Master of Arts (MA) and Educational Specialist (EdS) program in school psychology that is accredited by the National Association of School Psychologists. In fact, three of the four students who are no longer enrolled in the doctoral program (as apparent in the table above), transferred to the related MA/EdS program in school psychology and have successfully completed that program.

Licensure

Outcome	2012-2022
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	16
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	13
Licensure percentage	81%

The program provides numerous supports during the program and after its completion to enable graduates to achieve licensure as a psychologist. In addition, many of our graduates are also certified as school psychologists by their states' Department of Education and are able to practice in school settings.

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<input type="checkbox"/> Yes
	<input checked="" type="checkbox"/> No