



THE UNIVERSITY OF  
**MEMPHIS**®

MA/EDS SCHOOL PSYCHOLOGY PROGRAM

Updated Summer 2024

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## **PART I: Institutional Context and Resources**

### **School Psychology Program Faculty**

#### **Dr. Ryan Farmer, Program Director**

Clinical Assistant Professor and Director of the Psychological Services Center

Rm. 126C

901-678-2313 | [r.farmer@memphis.edu](mailto:r.farmer@memphis.edu)

Ph.D. 2015, University of Memphis

Interests: Assessment practices in school psychology; the generation, adoption, and maintenance of low value and evidence-based practices in school psychology; and meta-scientific issues (e.g., replication) in school psychology.

#### **Dr. Randy Floyd, Professor & Department Chair**

Rm. 332 | [rgfloyd@memphis.edu](mailto:rgfloyd@memphis.edu)

Ph.D. 1999, Indiana State University.

Interests: Psychoeducational assessment, theories of intelligence, academic achievement

#### **Dr. Beth Meisinger, Associate Professor & Director of the PhD Program**

Rm. 338 | [bmsinger@memphis.edu](mailto:bmsinger@memphis.edu)

Ph.D. 2006, University of Georgia

Interests: Academic and behavioral interventions, consultation, school mental health

#### **Dr. Emily Srisarajivakul, Assistant Professor**

Rm. 310 | [emily.srisarajivakul@memphis.edu](mailto:emily.srisarajivakul@memphis.edu)

Ph.D. 2021, Georgia State University

Interests: School climate and safety, cultural humility, applications of positive psychological interventions in schools, and consultation with educators to promote equitable outcomes.

#### **Dr. Michelle Washington, Assistant Professor**

Rm. 306 | [mlwshng5@memphis.edu](mailto:mlwshng5@memphis.edu)

Ph.D. 2022, Georgia State University

Interests: Impact of diversification on the field of school psychology, including disproportionality, culturally competent service delivery, school psychology practice in urban settings, and the influence of racial-ethnic matching/incongruence on service delivery and student outcomes.

## The School Psychology Program Committee (SPPC): 2024-2025

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. The committee members are:

Dr. Ryan Farmer, Clinical Assistant Professor, Director of the Psychological Services Center, and Director of the MA/EdS School Psychology Program.

Dr. Randy Floyd, Professor

Dr. Beth Meisinger, Associate Professor and Director of the PhD School Psychology Program.

Dr. Emily Srisarajivakul, Assistant Professor

Dr. Michelle Washington, Assistant Professor.

Dr. Steve Zanskas, Dean's Faculty Fellow, College of Education, 678-2399. [szanskas@memphis.edu](mailto:szanskas@memphis.edu)

### Local, State, and National Associations

#### The School Psychology Association (SPA)

President: Kailey Thornton  
Vice President: Jasmine Blake  
Social Chair: Sara Ewel  
Service Chair: Asya Miles  
Webmaster: Alec Sisco

#### Tennessee Association of School Psychologists

Contact: Pam Haggard, President,  
Email: [phaggard@AlcoaSchools.Net](mailto:phaggard@AlcoaSchools.Net)  
Website: [www.tasponline.org](http://www.tasponline.org)  
TASP Student Representative: Kailey Thornton

#### American Psychological Association

750 First St. NE, Washington, DC 20002-4242, 800-374-2721. [www.apa.org](http://www.apa.org)  
APA Student Representative: Asya Miles

#### Psychology Department

202 Psychology Bldg.,  
400 Innovation Dr.,  
University of Memphis,  
Memphis, TN 38152-3230.  
Phone: 901-678-2145,  
FAX: 901-678-2579  
Website: [www.memphis.edu/psychology](http://www.memphis.edu/psychology)

#### Psychological Services Center.

Rm. 126 Psychology Bldg.  
400 Innovation Dr.,  
University of Memphis,  
Memphis, TN 38152-3230.  
Phone: 901-678-2147

#### 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](http://www.nasponline.org)  
NASP Student Representative: Kailey Thornton

#### Psychology Graduate Student Association (PGSA)

**President**– Chris Hartless  
**Secretary**–Kailey Thornton  
**Treasurer**– Travis Erickson  
**Wellness/Service Representative**– Asya Miles  
**Web and Media Administrator**- Aglaia Margaris  
**Program Representatives**  
**Clinical Program** – Avery Buck  
**Behavioral Neuroscience** – Zach Mikkelson  
**Cognitive Science** – Hannah Joy Simmons  
**School Psych MA/EdS** –Blake Longacre  
**School Psych PhD**– Jasmine Blake  
**MSGP Program Rep**- Noelle Patterson

### Important University Contacts

#### College of Education

Website: <https://www.memphis.edu/education/>  
Dr. Steve Zanskas, Associate Dean,  
College of Education, BH 215J  
Phone: 901-678-3663  
Email: [szanskas@memphis.edu](mailto:szanskas@memphis.edu)

#### Graduate Studies

Stormy Warren  
BH 215G,  
Email: [shutsell@memphis.edu](mailto:shutsell@memphis.edu)  
Phone: 901-678-2363



Website:

<https://www.memphis.edu/psychology/centers/psc.php>

**Office of Teacher Education & Student Support Services** (t3ecp@memphis.edu, 901-678-2377):  
**Licensing and Certification Specialist**, Mary Lanier, BH 202, [mlanier@memphis.edu](mailto:mlanier@memphis.edu)

**CAEP Accreditation Coordinator: TBD**

### **Graduate School**

Website: <http://memphis.edu/gradschool>

Dr. Deborah Perron Tollefsen, Vice Provost and Dean of the Graduate School

201D FedEx Institute of Technology 901-678-5739, [dtollfsn@memphis.edu](mailto:dtollfsn@memphis.edu)

Peggy Callahan, Graduation Analyst, [mcllahan@memphis.edu](mailto:mcllahan@memphis.edu), 901-678-3560

### **Other Important Contacts**

#### **Memphis-Shelby County Schools**

Deborah Harris, Executive Director, Exceptional Children and Health Services

2930 Airways, Memphis, TN 38116. 901-416-5600, [harrisdg@scsk12](mailto:harrisdg@scsk12).

Dr. Mary Berk, Supervising Psychologist, 901-416-5600, [berkmr@scsk12.org](mailto:berkmr@scsk12.org)

Dr. Natalie Wilkins, Supervising Psychologist, 901-416-5600, [wilkinsn1@scsk12.org](mailto:wilkinsn1@scsk12.org)

Dr. Jennifer Geter, Supervising Psychologist, MSCS Mental Health, 901-416-7113, [geterjl@scsk12.org](mailto:geterjl@scsk12.org)

#### **TN State Department of Education**

Andrew Johnson Tower, 7<sup>th</sup> Flr., 710 James Robertson Pkwy., Nashville, TN 37243-1102, Contact April Eddington.

#### **TN Department of Health, Health Related Boards: Psychology**

665 Mainstream Dr., 2<sup>nd</sup> 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>

### **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/](http://www.apa.org/ethics/code/) **and the NASP** <https://www.nasponline.org/standards-and-certification/professional-ethics>

### **Journals**

*Journal of Applied School Psychology*

*Journal of School Psychology*

*Psychology in the Schools*

*School Psychology International*

*School Psychology*

*Professional Psychology: Research & Practice*

*School Psychology Review*

*J. Educational & Psychological Consultation*

*J. Psychoeducational Assessment*

*Canadian J. of School Psychology*

*Contemporary School Psychology (Calif.)*

*International J. of School & Educational Psychology*

### **Newsletters**

**Communique**, National Association of School Psychologists

**The School Psychologist**, Division of School Psychology, APA

**The Tennessee School Psychologist**, TASP

### **Websites for School Psychology Information**

National Association of School Psychologists: [www.nasponline.org](http://www.nasponline.org)

American Psychological Association: [www.apa.org](http://www.apa.org)

APA Division of School Psychology: [www.apadivisions.org/division-16](http://www.apadivisions.org/division-16)

TN Association of School Psychologists: [www.tasponline.org](http://www.tasponline.org)

## Calendar of Events 2024-2025

### **American Psychological Association Convention:**

Seattle, WA

August 8-10, 2024

### **NASP Annual Convention:**

Seattle, WA

February 18-21, 2025

### **State Conferences**

TASP – Fall Conference, Knoxville, TN September 23-24, 2024

TPA Annual Convention, Franklin, TN, October 18-21, 2024

## The Program and Institutional Context

### **The University of Memphis**

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 22,000 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, 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 Sciences, Cecil C. Humphreys School of Law, 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 approximately 25 endowed Chairs of Excellence.

**Facts: From the UM Website and Office of Institutional Research:**

<i>Average entering ACT Scores</i>	University of Memphis 23	State of Tennessee 19.1	U.S. 20.3		
<i>Campus Size</i>	1,607 acres	239 buildings at 8 sites			
<i>Operating Budget</i>	\$676 million				
<i>Full-time faculty</i>	1,031				
<i>Employees</i>	3,000				
<i>Enrollment</i>	Total 22, 205	Undergraduate 14,583		Graduate 3,182	
<i>Total Enrollment Undergraduate</i>	Male 39.31%			Female 60.69%	
<i>Total Enrollment Graduate (includes Law School)</i>	Male 35.7%			Female 64.1%	
<i>Undergraduate Ethnicity</i>	White 42.8%	Black 38.3%	Hispanic 8.2%	Asian 3.9%	Other 6.6%
<i>Graduate Ethnicity (plus Law School)</i>	White 46.3%	Black 28.9%	Hispanic 4%	Asian 4%	Other 15.2%
<i>Graduate (plus Law School)</i>	Full-Time 64%		Part-Time 36%		
<i>Tuition &amp; Fees</i>	In-State Graduate (full-time, at least 10 hrs.) \$6,060 a year	Out-of-State Graduate (full-time, at least 10 hrs.) \$8,080 a year	International Graduate (full-time, at least 10 hrs.) \$10,090 a year		

**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 2024-2025, the department employed 35 full-time faculty and 11 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. 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 and is currently undergoing reaccreditation review.

***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 many 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 (PSC).*

The PSC at the University of Memphis offers a wide range of services to the university and the 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, Adolescent, and Family Studies (CAFS) Research Area.*

CAFS 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.

### **History of the School Psychology Program**

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. Dr. Xu (Lilya) Jiang joined the faculty in fall 2015 and left in June 2020. Dr. Sarah Irby was hired as a clinical assistant professor in fall 2020 and, in fall 2021, was appointed interim director of the MA/EdS program when Dr. Fagan retired as an emeritus professor in August 2021. Drs. Emily Srisarajivakul and Ryan Farmer joined the faculty in fall 2022. Dr. Ryan Farmer assumed the role of director of the MA/EdS program in fall 2023. Dr. Irby left the faculty in spring 2024. Dr. Michelle Washington joined the faculty in Fall 2024. Drs. Meisinger, Srisarajivakul, Washington, Farmer, and Floyd currently constitute the core program faculty and are supported by faculty in other areas of the Psychology Department, the COE, and local practitioners who assist with instruction and 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.

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 and remains much the same.

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. The program is currently under review for continued accreditation by APA.

## **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 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, in-service 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 way 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 mesosystem 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 scientific literature to make decisions regarding practice with a focus on selecting and using empirically supported services while avoiding untested, ineffective, unnecessary, or harmful practices. Students are also instructed regarding basic program evaluation techniques and treatment monitoring and evaluation 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 domains (see matrix on p. 20).

## **2020 Domains of School Psychology Training and Practice**

### **Domain 1: Data-Based Decision Making:**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of support. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

### **Domain 2: Consultation and Collaboration:**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of 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 effectively with others.

### **Domain 3: Academic Interventions and Instructional Supports:**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

### **Domain 4: Mental and Behavioral Health Services and Interventions:**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

### **Domain 5: School-Wide Practices to Promote Learning:**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6: Services to Promote Safe and Supportive Schools:**

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7: Family, School, and Community Collaboration:**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

**Domain 8: Equitable Practices for Diverse Student Populations:**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9: Research and Evidence-Based Practice:**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

The domains and descriptions are from the 2020 NASP Standards and added to the Handbook in 2021. The 2010 NASP domains were used for all program requirements and evaluations in 2019-2020 and 2020-2021.

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

**Master Of Arts/Educational Specialist Degrees  
(Students Entering 2024-2025)**

**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](#).

*Example Course of Study*

<b>First Year</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PSYC 7800	3 hours	PSYC 7614a	3 hours	EDPR 7521/7581	3 hours
PSYC 7803	3 hours	PSYC 7804	3 hours	EDPR 7511	3 hours
SPED 7514	3 hours	PSYC 7807	3 hours		
SPED 7000	3 hours	COUN 7730/7542	3 hours		
<b>Second Year</b>					
<b>Fall (Receive MA Degree in Dec.)</b>		<b>Spring</b>		<b>Summer</b>	
PSYC 7207	3 hours	PSYC 7614b	3 hours		
PSYC 7806	3 hours	SPED 7518	3 hours		
PSYC 7805	3 hours	EDPR 7541	3 hours		
COE Elective	3 hours	COE Elective	3 hours		
<b>Third Year (Internship)</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PSYC 8812	6	PSYC 8812	1		

The example sequence varies based on course availability. The PSYC sequence 7800-7807 and practica (7614/8614) are only available as indicated. Except for the PSYC series & practica, students may deviate from the above sequence to complete the 30 hrs. master's degree. The entire 61-66 hrs is required for the EdS degree. Students entering in fall 2024 should finish the MA in December 2025 and the EdS in May 2027. Students should anticipate taking one or two courses during summer sessions or while on internship.

**Total MA/EdS Program Requires 61 semester hours.**

*Department of Psychology Courses*

Course	Hours	NASP Standards									
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
PSYC 7800 Legal, Eth., & Prof. Issues in Schl Psych	3					P				P	P
PSYC 7803 Psychoed. Asst. I, Cognitive & Ach	3	P		P							
PSYC 7804 Psychoed. Asst. II, Personality & Social	3	P			P						
PSYC 7805 Psychological Consultation	3		P	P	P		P	P	P		
PSYC 7806 Interventions in School Psychology	3		P	P	P		P	P	P	P	
PSYC 7807 Academic Interventions	3	P		P		P				P	
PSYC 7614a Prac in School Psych, Assessment	3	P									P
PSYC 7614b Prac in School Psych, Interventions	3	P	P	P	P						P
PSYC 7207 Developmental Psychology	3			P					P		
PSYC 7812 Internship in School Psychology	7	P	P	P	P	P	P	P	P	P	P

Note. All courses have the prefix PSYC.

*College of Education Courses.*

Course	Hours	NASP Standards									
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
COUN 7730 Crisis Intervention Counseling	3		P		P						
COUN 7542 Couns. Cons. & Intervention in Schl											
EDPR 7511 Measurement & Evaluation	3	P								P	
EDPR 7521 Intro to Research Design & Method	3	P								P	
EDPR 7581: Behavior Analysis/Single Case Design											
EDPR 7541 Stat Method Applied to Education I	3	P								P	
SPED 7000 Introduction to Exceptional Children	3					P		P	P		P
SPED 7514 Intro to Appl Beh Analysis	3	P	P						P		
SPED 7518 Evidence Based Practice in ABA	3	P	P	P	P	P		P		P	
COE Elective, examples:	6										
o COUN 7750 Multicultural Counseling											
o EDPR 6000 Edu, School, & American Soci											
o LEAD 7100 Education & Community											
o EDPR 7111 Child Development & Edu											
o EDPR 7150 Motivation											
o EDPR 7112 Adolescent Dev & Edu											
o SPED 7206 Special Education Law											
o SPED 7522 Tiered Interventions											

## Field Experiences

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

### Professional Experience

#### *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. Farmer for the fall semester and for the spring semester as part of your assessment practicum log. Supervision/mentoring is provided by the local school psychologist who provides Dr. Farmer with an evaluation of your experience for the fall semester, and 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 to complete one or more required case studies.

### Building Level

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

### District Level

- Attend a school board meeting.
- Visit at least three different special education classrooms.
- Visit programs for teen pregnancy, alternative school students, head start, etc.
- Become familiar with the structure and function of the school psychological services unit and its relationship to the school system.
- Visit each of the school buildings under the responsibility of your supervising school psychologist.

### Service Delivery Level

- Understand the referral process employed by this district for psychological services.
- Understand the school-based support team or similar group's purpose, structure, and operation.
- Familiarize yourself with the assessment tools used in the district.
- Assist in the administration and/or scoring of tests as part of a case study for the assessment practicum.
- Conduct observations of children in several settings.
- Assist in gathering and reviewing case information including parent and teacher conferences and school records.

- Review written psychological reports.
- Assist in collection, maintenance, and storage of records.
- Become familiar with the agency's professional development activities and procedures for getting permission, reimbursement, etc.
- Observe school psychologists in their daily activities.
- Conduct follow-up of previously completed cases.

### **Community Level**

- Visit a juvenile court facility, Youth Villages.
- Attend a city or county government meeting (e.g., City Council)
- 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).
- Attend at least one Southwest TASP regional function.

### **State Level**

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

### **National Level**

1. 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. Farmer 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. Farmer with a list of school psychologist mentors interested in supervising a PE student. Dr. Farmer 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. Farmer. 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. Farmer after the fall semester and 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.

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SCHOOL PSYCHOLOGY PROGRAM

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University of Memphis  
Plan of Internship

**PROFESSIONAL EXPERIENCE AGREEMENT**

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 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. Farmer, to resolve the problems.

At the end of each semester the student provides a log of their 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. Farmer after the fall semester and after the spring semester. This information will become part of the student's portfolio record and be used to improve future PE assignments.

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PE Site(s)	Time(s)	Address	
Student	Date	Student Email	
School Psychologist Supervisor/Mentor	Date	Supervisor/Mentor Email	Phone
Supervising Psychologist	Date	Supervising Psychologist Email	
Dr. Ryan Farmer		<a href="mailto:rlfarmer@memphis.edu">rlfarmer@memphis.edu</a>	901-678-2313
University Supervisor	Date	Email	Phone



## **Practica**

### ***Description:***

Students in the MA/EdS program complete two practica (PSYC 7614a, 8614b) prior to internship. The first (PSYC 7614a) is taken in conjunction with the assessment sequence (PSYC 7803 & 7804); the second (PSYC 8614b) is taken in conjunction with the intervention sequence (PSYC 7805, 7806, & 7807). 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- and the second-year practicum is provided by the supervisor.

## **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 student's training experience is consistent with a 9 sem. hr. academic load. The format for the plan of internship appears below.

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## SCHOOL PSYCHOLOGY PROGRAM

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### University of Memphis Plan of Internship

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: Ryan Farmer, Director, MA/EdS School Psychology Program  
202 Psychology Bldg.  
400 Fogelman Dr.  
University of Memphis  
Memphis, TN 38152-3230  
901-678-2313  
[rlfarmer@memphis.edu](mailto:rlfarmer@memphis.edu)

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Intern	Address	Phone	Email
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Primary Supervisor	Address	Phone	Email
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Secondary Supervisor	Address	Phone	Email
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Term of Internship

## Description of Internship Agreement

### 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.

### 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.

### 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.

### Supervision

Describe the way, 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]

### 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.

### Professional Development

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

## Description of Objectives/Activities

For each NASP 2020 competency domain below, please describe how the internship will provide experience and preparation.

**Domain 1: Data-Based Decision Making:** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

**Domain 2: Consultation and Collaboration:** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of 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 effectively with others.

**Domain 3: Academic Interventions and Instructional Supports:** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

**Domain 4: Mental and Behavioral Health Services and Interventions:** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists,

in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5: School-Wide Practices to Promote Learning:** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6: Services to Promote Safe and Supportive Schools:** School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7: Family, School, and Community Collaboration:** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

**Domain 8: Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9: Research and Evidence-Based Practice:** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

### **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.

### Evaluations

At the midpoint 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.

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 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.

### 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.

### Internship Plan Approvals

Intern	Date
Primary Field Supervisor	Date
Secondary Field Supervisor (if any)	Date
Agency or District Administrator	Date
Dr. Ryan Farmer, 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 10-20 hours per week as a research and/or teaching assistant. 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.

### **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 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.

**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. Farmer serves as the primary advisor for MA/EdS students and Dr. Meisinger for the PhD students.

**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.

**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 1<sup>st</sup> year, 2<sup>nd</sup> year, and doctoral students; interns do not complete the form. The form is distributed by Dr. Farmer 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).

**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.

**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.

**M.A. Examination:**

An examination is conducted during the semester in which a student completes the MA degree (typically fall semester of the 2<sup>nd</sup> year). The examination is an adjunct to the annual review conducted at the end of the 1<sup>st</sup> 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).

**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. 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.

**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 an application.

**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**

#### **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, July 2022)

##### **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.

##### **Admission Standards:**

- A. The admissions criteria for both the MA and EdS degrees include:
  - a. Undergraduate overall GPA of 3.00 (consideration will be given to applicants with GPA in range of 2.50-2.99).
  - b. GRE scores will no longer be required.
  - c. Three letters of recommendation from persons familiar with the applicant's work.
  - d. The applicant must have completed at least 18 semester hours in psychology and/or education courses.
  - e. Completion of appropriate application forms.
  - f. 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.

##### **Deadlines:**

Students are admitted only into the fall semester. The admissions deadline is established by the MA/EdS Director. There are two deadlines for admission: **Early Consideration is March 5<sup>th</sup> and Regular Consideration is May 1<sup>st</sup>**. Applications will be reviewed in the 2-3 weeks following the deadline and students will be notified of their acceptance within 2-3 weeks following review of applications. 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.

##### **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.

#### **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, July 2021)

School psychology program advising is primarily about 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. Ryan Farmer with the assistance of Drs. Randy Floyd or Beth Meisinger.

Students in the Educational Specialist degree (EdS) program have as their primary advisor, Dr. Ryan Farmer, Director of the MA/EdS Program who 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.

### **Policy Regarding Residency in the MA/EdS Program In School Psychology**

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 (9-12) 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, Adolescent, and Family Studies 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 online offerings and the need for flexibility in training practices.

### **Policy for the Periodic Evaluation of Students in the School Psychology Program**

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:

- Periodic evaluation sessions are held with each student individually at least once per year during his/her enrollment in the program.
- 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.
- First and second year students are formally evaluated following the spring semester, usually at meetings scheduled in May or June.
- The session should review, but not be limited to the following:
  - the student's academic progress in courses including grades, specific skills (e.g., report writing, case management), and conceptual development;
  - the advisor's judgment of the student's personal-social behavior as related to the practice of school psychology;
  - the student's perception of his/her academic and personal progress and overall suitability to the field of school psychology;
  - the student's perception of the overall quality of program instruction, supervision, and administration;
  - 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 p. 39-40; Appendix A) 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
- 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.
- 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.
- 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.
- 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.
- Interns are evaluated through separate procedures at mid-year and at the end of the internship.

### **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 the following requirements:

- 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.
- 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.
- 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.
- The student has been judged to be making satisfactory progress in all areas during the most recent periodic evaluation review.
- 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.
- 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:

- 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.
- 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.
- 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.

### **Policy for the MA and EdS Specialty Examinations**

(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.

### **Guidelines for the MA Examination**

- The exam is conducted with each student individually in the semester during which the student plans to complete the MA degree.
- The student must be in good academic standing and judged to have made satisfactory academic and personal progress in the program.
- 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.
- 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.

### **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.

- The student must be in good academic standing and judged to have made satisfactory academic and personal progress in the program, including the internship.
- 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.
- The examination consists of at least six essay items, developed by a subcommittee of at least two program faculty.
- 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.
- 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.

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.

## School Psychology Program at the University of Memphis

### 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.

### 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:

- 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.
- 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.
- 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.
- 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.
  - 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.
  - The application must include information regarding relevant education and psychology credentials already held.
- 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.
- 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.
- 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.
- 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.

## **Policies & Procedures for the Establishment, Operation, and Maintenance of the SPCC**

(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 2021-2022 the SPPC will include Drs. Ryan Farmer (Director of the MA/EdS Program), Beth Meisinger (Director of the PhD Program), Randy Floyd (Psychology Department Chair), Ryan Farmer (Clinical Assistant Professor and Director of the Psychological Services Center), Emily Srisarajivakul (Assistant Professor), 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:

### **Establishment of the SPPC**

- The SPPC shall consist of the following persons:
  - 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.
  - 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.
  - 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.
  - 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).
  - 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.
- 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.



- 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 (Sarah Irby). 2023-2024 (Ryan Farmer).

## **Operating Procedures**

### ***Meeting Times and Minutes***

- 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.
- Meeting times and dates are established by the SPPC Chair in consultation with the members of the SPPC.
- Meeting locations will usually be in the Department of Psychology but may be held in the COE at the discretion of the committee.
- The SPPC Chair shall announce the meeting, establish the agenda, and conduct the meeting.
- Minutes of meetings are recorded by the SPPC Chair (or by a designated committee member). Minutes are disseminated and maintained by the SPPC Chair.

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

### **Decision-Making Policies**

- The presence of any three members, including the Chair and two faculty shall constitute a quorum.
- 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.
- Each faculty member of the SPPC has equal voting power (1 vote).
- 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).
- 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.

### **Subcommittees**

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

### **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.

## **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:

- Recruitment of students. This may include developing program descriptions and brochures for dissemination, visitations to other colleges and universities, career advising of potential students.
- 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.
- Reviewing program policies, curricular requirements and electives, and making recommendations for improvement to the SPPC.
- Assists in advising students currently enrolled in the program as per the policy on advising.
- Conducts follow-up evaluations of previous graduates, especially those in the most recent years. These evaluations are used to assist in program development.
- Assists students in seeking and selecting suitable practicum, internship, and employment sites.
- Assists students in seeking advanced graduate programs.
- Maintains the necessary records of the program including:
  - correspondence with prospective students, field placement sites, practitioners, other programs, TDOE, TASP, etc.
  - folders of current and former students
  - degree plans for each student
  - program policies, descriptions, minutes of meetings
  - MA and EdS examinations, results, records
  - historical information about the program
  - accreditation records
- Oversee the preparation and grading of MA and EdS exams.
- 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.

## Appendix A

### Student Evaluation and Performance Portfolio Summary (SEPPS) MA/EdS School Psychology Program

Name: \_\_\_\_\_

Primary advisor: Dr. Farmer

Date of entry into program: Fall

#### Practicum Experiences

Describe your **practicum experiences** during the past academic year. Include reference to the sites by formal title, your supervisors by name, general client populations, services provided, and general setting.

In the table below, report all practicum hours for the current academic year as well as the total hours accrued to date using the APPIC's Application for Psychology Internships (AAPI) guidelines. Practicum hours accrued across terminal master's degree or prior doctoral degree programs should be included in the cumulative total. Be sure to report all client contact hours under the "Intervention" and "Assessment" categories. Only the most common intervention and assessment activities are listed below, and any client contact hours that don't align with those listed should be reported as "Other". Please be sure to export your APPI from time2track and upload it to your Portfolio on OneDrive.

Intervention Hours	Year	Cumulative Total
<b>Individual</b>		
<b>Group</b>		
<b>Family</b>		
<b>Consultation</b>		
<b>Provision of Supervision</b>		
<b>Other (intake interview, school counseling interventions, etc.)</b>		
<b>Total</b>		
<b>Assessment Hours</b>		
<b>Test Administration</b>		
<b>Other (informing session, classroom observation, etc.)</b>		
<b>Total</b>		
<b>Supervision Hours</b>		
<b>Individual</b>		
<b>Group</b>		
<b>Total</b>		
<b>Support Activities Hours</b>		

#### Cumulative number of integrated psychological reports

Children and adolescents:

Adults:

#### Publications and Presentations

Report the products of your research across development and provide more details about your research competencies in the next section.

Cumulative number of articles published in refereed journals:

Cumulative number of book chapters or books:

Cumulative number of other publications (e.g., test reviews in outlets other than refereed journals, conference proceedings, obituaries, and newsletter articles):

Cumulative number of professional presentations made at regional, state, national, or international meetings/conferences:

#### Teaching and Service

Describe your **teaching experience** (as instructor of record, teaching assistant, and guest lecturer) during the past academic year.

Describe your **service experience** (e.g., as officer, committee member, group leader, and involved member) during the past academic year.

### **Profession-Wide Competencies**

Address how your course work, practica, research experiences, and additional training have contributed to your development of the following competencies. Consider the cumulative evidence supporting each competency and refer to permanent products in your portfolio when appropriate. Permanent products may include class presentation materials, literature reviews, program milestone projects (e.g., a thesis proposal), blinded psychoeducational assessment reports and protocols, intervention case study reports, publications (e.g., journal articles and chapters), presentation slides or handouts, and the like. Note that such products may not be available for all competencies. **See the appendix to this form for more details about the specific competencies targeted here.** Three profession-wide competencies are not assessed via self-report and permanent products in completing this SEPPS form: Ethical and Legal Standards, Professional Values and Attitudes, and Communication and Interpersonal Skills.

**Research:**

**Individual and Cultural Diversity:**

**Assessment:**

**Intervention:**

**Supervision:**

**Consultation and Interprofessional/Interdisciplinary Skills:**

### **Self-Evaluation of Professional Growth and Development**

*Progress*

**What are three of your strengths as an emerging school psychologist?**

*Goals*

**Summarize your professional goals (at least four) for the *upcoming* year.**

## Appendix B

### MA/Eds Practicum/Intern Supervisor Evaluation of Student - 2020 NASP Standards

Student: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

Approximate dates of practicum/internship experience (From-To): \_\_\_\_\_

Description of responsibilities: \_\_\_\_\_

Please rate the practicum student on each of the following competencies by checking boxes. Each competency is aligned with a NASP 2020 competency domain standard. Please make comments at the end of the form.

#### Domain 1: Data-Based Decision Making

	Needs Improvement	Effective	Very Effective	NA
Conducts assessments to determine students' need for services, including eligibility for special education				
Provides information relevant to the development of individual service plans				
Collects and analyzes data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs				
Selects and implements evidence-based instructional and mental and behavioral health interventions and supports				
Incorporates various techniques for collection, measurement, and analysis of data				
Incorporates the use of technological resources in the evaluation of services at the individual, group, and/or systems levels				
Uses data to monitor academic, social, emotional, and behavioral progress, to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention				
Provides support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social-emotional needs of students				
Assists with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented				
Considers treatment fidelity data in all decisions that are based on intervention response and progress.				
Supports the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs				
Uses information and technology resources to enhance data collection and decision making				

**Domain 2: Consultation and Collaboration**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services				
Effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others				
Consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions				
Facilitates communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques				
Participates on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems				
Consults and collaborates with professionals within and across disciplines to share resources and improve practices				
Functions as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels				
Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services				

**Domain 3: Academic Interventions and Instructional Support**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Uses assessment data to inform evidence-based instructional strategies that are intended to improve student performance				
Promotes interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved				
Promotes the attainment of academic standards and benchmarks by all children and youth.				
Collaborates with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills and then recommend changes to instruction based on student responsiveness to interventions				
Applies current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels				

Works with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes

Incorporates all available information in developing instructional strategies to meet the individual learning needs of children and youth

Uses culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning.

Uses assessment data to select and implement evidence-based interventions that address identified learning and developmental needs

Shares information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement

Facilitates the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands

Seeks to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions


**Domain 4: Mental and Behavioral Health Services and Interventions**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Recognizes risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making				
Integrates behavioral supports and mental health services with academic and learning goals for children.				
Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.				
Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.				

Uses culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.

Demonstrates skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.

Seeks to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.

Develops and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.

Uses data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.

Promotes effective home-school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.


**Domain 5: School-Wide Practices to Promote Learning**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Incorporates evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home-school partnerships.				
Provides professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.				
Uses their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.				



Is actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families.

Assists in conducting needs assessments to help select school-wide programs based on the needs of the learning community

Incorporates evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work)

Works with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.

Participates in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.

Works collaboratively with other school personnel to create and maintain a multitiered system of services to support each student’s attainment of academic, social–emotional, and behavioral goals.

Analyzes systems-level problems and identify factors that influence learning and behavior.

They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.


**Domain 6: Services to Promote Safe and Supportive Schools**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Provides services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.				
Promotes wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.				
Advocates for state and local policies that promote safe and inclusive school environments.				
Contributes to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance				

abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency. Supports monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students. Contributes to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities. Participates in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery. Collaborates with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community. Trains staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team. Engages in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs. Collaborates with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.


**Domain 7: Family, School, and Community Collaboration**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Acknowledges and respects diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family-school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.				
Uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.				
Promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.				

Considers the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing.

Collaborates with caregivers and community agencies supporting these students.

Helps create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.

Advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events.

Acknowledges barriers to school engagement and take steps to help families overcome them.

Educates the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.


**Domain 8: Equitable Practices for Diverse Student Populations**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Applies their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.				
Considers individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.				
Uses inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.				
Has advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.				
Works collaboratively with families and community liaisons to understand and address the needs of diverse learners.				
Employs a strengths-based approach to address the learning needs of English learners.				
Acknowledges the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.				

Recognizes both within- and between-group differences when working with diverse student populations.  
Promotes equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments.  
Actively engages in efforts to address factors that limit equity and access to educational opportunity


**Domain 9: Research and Evidence-Based Practice**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Evaluates, interprets, and synthesizes a cumulative body of research findings and apply these as a foundation for effective service delivery.				
Advocates for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavioral supports at the individual, group, school, and district levels.				
Applies knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.				
Provides assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.				
Evaluates, selects, and interprets evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.				
Communicates their knowledge about statistics and measurement principles to inform practices and decision making.				
Understands principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.				

**Domain 10: Legal, Ethical, and Professional Practice**

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>NA</b>
Practices in ways that are consistent with ethical, professional, and legal standards and regulations.				
Engages in effective, collaborative, and ethical professional relationships.				
Seeks and uses professional supervision, peer consultation, and mentoring for effective practice.				
Supports the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.				
Accesses, evaluates, and uses information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.				
Assists administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.				
Advocates for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.				
Stands up for the welfare and rights of children and use expertise to promote changes in individual education				

programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.  
 Collects data to evaluate and document the effectiveness of their own services.  
 Engages in lifelong learning and formulate personal plans for ongoing professional growth.  
 Knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.  
 Participates in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).  
 Participates in local, state, and national professional associations and, when interested, engage in leadership.


**Interpersonal and Professional Characteristics**

Please rate the practicum student on each of the following characteristics:

Rapport with:

	Poor	Below Average	Average	Above Average	Excellent
Student					
Teachers					
Staff					
Parents					
Field Supervisor					

**General Performance Characteristics:**

	Poor	Below Average	Average	Above Average	Excellent
Enthusiasm					
Dependability					
Promptness					
Productivity					
Creativity					
Adaptability/Flexibility					
Cooperation					
Independence					
Motivation					
Personal Stability					
Ethical Behavior					
Professional Self-Image					

Additional Comments:

Recommendation Regarding Progress in Program

The students has completed the practicum in a satisfactory manner:

- Yes
- No

Please type your name:  
Please sign below

**Appendix C**  
**PSC Parent Satisfaction Form (7614b)**

Student Clinician Name:

Please complete this rating scale at the end of your conference with the student clinician. Contact either Dr. Farmer or the PSC at 901-678-2147 if you have additional concerns or comments related to your evaluation. For each of the 14 items (across two sections), rate the student clinician's performance:

Above Expectation: The student clinician's performance was outstanding and exceeded my expectations.

Meets Expectation: The student clinician's performance was at least satisfactory and met my expectations.

Below Expectation: The student clinician's performance was unsatisfactory and below my expectations.

In addition, please rate your overall level of satisfaction with the conduct of the entire case, including phone contact, sessions, interactions with school personnel, appropriateness and applicability of recommendations, etc.

Meeting Arrangements

	Above Expectations	Meets Expectations	Below Expectations
The student clinician fully informed me of the time and place of sessions.			
The setting of the sessions was conducive to discussion and maintenance of confidentiality			
The length of the sessions were appropriate given the concerns and conversation.			

Recommendations

	Above Expectations	Meets Expectations	Below Expectations
The student clinician listened appropriately and valued the concerns expressed.			
Sessions centered around my primary behavior concerns			
The student clinician introduced effective and appropriate recommendations and interventions			
The student clinician checked in on the effectiveness of the recommendations and interventions and changed them if necessary			
The student clinician provided satisfactory answers to my questions			
The student clinician developed an appropriate understanding of my child or adolescent			
The student clinician effectively communicated recommendations and interventions			
The student clinician met mine and my child or adolescents' needs.			
The student clinician was sensitive to and respected cultural differences			
I saw progress/changes/improvements in my initial concerns due to the recommendations or interventions suggested by the student clinician			

Overall Level of Satisfaction

	Highly Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Highly Dissatisfied
How satisfied are you with the conduct of the entire case overall?					

Comments:

Please type your name:  
Please sign below

**Appendix D  
PSC Parent Satisfaction Form (7614a)**

Student Clinician Name: \_\_\_\_\_

Please complete this rating scale at the end of your conference with the student clinician. Contact either Dr. Farmer or the PSC at 901-678-2147 if you have additional concerns or comments related to your evaluation. For each of the 12 items (across two sections), rate the student clinician's performance:

- a. Above Expectation: The student clinician's performance was outstanding and exceeded my expectations.
- b. Meets Expectation: The student clinician's performance was at least satisfactory and met my expectations.
- c. Below Expectation: The student clinician's performance was unsatisfactory and below my expectations.

In addition, please rate your overall level of satisfaction with the conduct of the entire case, including phone contact, interviews, interactions with school personnel, testing, and the conference meeting.

**Conference Meeting Arrangements**

	Above Expectations	Meets Expectations	Below Expectations
The student clinician fully informed me of the time and place of the conference meeting			
The setting was conducive to discussion and maintenance of confidentiality			
The length of the conference meeting was appropriate			

**Review of the Case**

	Above Expectations	Meets Expectations	Below Expectations
The report sections I read were well written, and I was able to understand their content			
Demographic information and content in the Background Information section of the report were correct			
The student clinician provided clear descriptions of the assessment instruments (e.g., rating scales and tests) and their scores during the oral presentation.			
The student clinician was able to integrate information from several sources to better understand my child or adolescent.			
The student clinician provided satisfactory answers to my questions			
The student clinician developed an appropriate understanding of my child or adolescent			
The student clinician effectively communicated case information during the oral presentation			
The preliminary recommendations provided by the student clinician were helpful.			
The student clinician was sensitive to and respected cultural differences			

**Overall Level of Satisfaction**

	Highly Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Highly Dissatisfied
How satisfied are you with the conduct of the entire case overall?					

Comments:



Please type your name:  
Please sign below