The University of Tennessee at Chattanooga

**College of Health, Education and Professional Studies,
School of Professional Studies**

2023 – 2024 Academic Year

Ed. S. degree in Advanced Educational Practice: School Psychology Concentration

Program Handbook for Faculty and Students

This handbook is updated on an annual basis, at minimum. Students in the Program are responsible for maintaining knowledge of and adhering to the most current policies and procedures in effect.

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THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES SCHOOL OF EDUCATION

Ed.S. Degree in Advanced Educational Practice: School Psychology Concentration Program Handbook for Faculty and Students 2023-2024

INTRODUCTION

This handbook provides comprehensive information about the University of Tennessee at Chattanooga's School Psychology program and the document represents an important resource for school psychology faculty and students.

In this handbook, you will find information not only about the School Psychology program but also some general information about the University of Tennessee at Chattanooga (UTC) and the profession of school psychology. The handbook is intended to provide Program information to prospective students as well as current students. Consistent with University guidelines, all students in the School Psychology Program are expected to be aware of and adhere to procedures detailed within this Program guide. As stated in the UTC Graduate catalogue, "Graduate students must assume full responsibility for knowledge of rules and regulations of the Graduate Council and departmental requirements for the chosen degree program."
For more information: http://catalog.utc.edu/index.php?catoid=30.

CHAPTER ONE: UNIVERSITY AND PROGRAM INFORMATION

Institutional Context

The University of Tennessee at Chattanooga's School Psychology program is housed in the School of Professional Studies (SPS), a department in the College of Health, Education and Professional Studies (CHEPS). The School Psychology Interim program director and the School of Professional Studies Director, Dr. Elizabeth O'Brien, reports to the Dean of CHEPS, Dr. Valerie Rutledge. Overall responsibility for graduate degree programs at UTC rests with the Dean of the Graduate School, Dr. Joanne Romagni.

Contact Information

Interim Program Director

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> Dr. Jim Tucker
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> 423- 425-5261
> Dr. Tucker teaches required courses in historical, legal, ethical, and psychological foundations of school psychology. Dr. Tucker currently holds the McKee Chair of Excellence in Learning at UTC. He is a member of the faculty in the school learning and leadership program as well as being a member of the school psychology program. Prior to arriving at UTC in 2001, Dr. Tucker was Professor of Educational

Psychology at Andrews University. Formerly, Dr. Tucker served as Director of the Bureau of Special Education, Pennsylvania Department of Education, Director of Federal Programs for the Department of Special Education, Texas Education Agency, and perhaps most importantly, High School and Elementary School Teacher in Florida. Dr. Tucker is one of the leading authorities in America on the subject of integrated educational program-development for at-risk students, including students with disabilities. He has served as a consultant/trainer to hundreds of school systems, both public and private in more than 40 states and provinces in North America, as well as to school systems in Brazil, Canada, Japan, Lithuania, Norway, and the West Indies.

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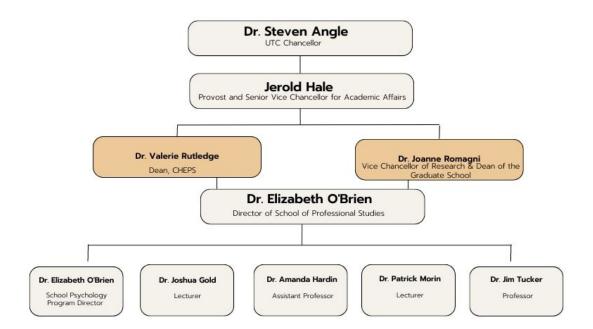Mr. Mark Fairchild
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Updated Summer 2023

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NOTE:

As a general rule, school psychology students should first direct questions or concerns to their course instructors, then Dr. O'Brien in her capacity as Program Director. If needed, students should next consult Dr. O'Brien as Director of School of Professional Studies, then Dr. Rutledge as Dean of the College. If students continue to have concerns after consulting with these faculty members, they can file appeals with the Graduate Council. (Appeal procedures may be found online at http://www.utc.edu/graduate-school/student-resources/forms.php)

Dr. Steven Angle
UTC Chancellor

Jerold Hale
Provost and Senior Vice Chancellor for Academic Affairs

Dr. Valerie Rutledge
Dean, CHEPS

Dr. Joanne Romagni
Vice Chancellor of Research & Dean of the Graduate School

Dr. Elizabeth O'Brien
Director of School of Professional Studies

Dr. Elizabeth O'Brien	Dr. Joshua Gold	Dr. Amanda Hardin	Dr. Patrick Morin	Dr. Jim Tucker
School Psychology Program Director	Lecturer	Assistant Professor	Lecturer	Professor

Updated Summer 2023

Brief History of UTC and the UTC School Psychology Program

Since its founding as Chattanooga University in 1886, the University of Tennessee at Chattanooga has developed an institutional excellence which rests on an unusual blend of the private and public traditions of American education. For 83 years the University was a private school. Three years after its founding the University was consolidated with another church- related school, East Tennessee Wesleyan University at Athens, under the name of Grant University. In 1907 the name University of Chattanooga was adopted.

In 1969 the University of Chattanooga and a junior college, Chattanooga City College, merged with The University of Tennessee, one of the oldest land-grant universities in the nation, to form the UTC campus. The new campus was given the mandate to devote the major portion of its resources to the development of excellence in undergraduate education and in selected areas of graduate study.

The University combines the advantages of a strong private tradition with those of a state- assisted institution. Dedicated to providing quality education to a diverse population of over 10,000 students from across the state, the region, and the world, UTC seeks to meet its responsibilities as an emerging metropolitan university, actively involved with regional municipalities, schools, business, and industry and offering expanded instructional opportunities that respond to area needs. The University's ability to fulfill this role is enhanced by continuing support from its alumni, community, and the University of Chattanooga Foundation, a public, nonprofit organization which administers most of UTC's private endowment. The hallmark of the University is outstanding teaching by a talented and committed faculty. Small classes, personalized advising, and frequent opportunities to interact with faculty provide a student- oriented learning experience.

The University's programs provide both a firm grounding in the liberal arts and strong professional preparation. Bachelor's and master's degrees as well as several post-master's specialist degrees are awarded through the Colleges of Arts and Sciences; Business Administration; Health, Education and Professional Studies; and Engineering and Computer Science. The University also awards four degrees at the doctoral level: the Ph.D. in Computational Engineering, the Ed.D. in Learning and Leadership, the D.P.T. in Physical Therapy, and the D.N.P in Nursing.

The School Psychology program began in 1975 as an M.S. degree program housed in the Psychology Department. The program was initiated at the request of the Tennessee Department of Education (TDE) and

had an initial enrollment of 12 students. The program gained approval from the Tennessee Department of Education in 1976 after a successful review of its program proposal, which included monitoring 32 separate student competencies. The program graduated its first students in 1977. The program moved from the Psychology Department to the former Department of Educational Psychology and Special Education in the College of Education in 1986. Later the Department of Educational Psychology and Special Education was restructured to become the Graduate Studies Division. In the most recent reorganization (2015), the School Psychology program became part of the School of Professional Studies (SPS) in the College of Health, Education, and Professional Studies.

Action by the Tennessee Higher Education Committee (THEC) authorizing UTC to grant graduate degrees above the master's degree in the fall of 1998 helped set the stage for offering the specialist degree in school psychology. A proposal to replace the M.S. program with an Ed.S. program was approved by the UTC Faculty Senate in 2000 and subsequently by the Tennessee Department of Education. An initial class of 13 students was accepted into the Ed.S. program in 2000; the final M.S. students graduated in August of 2001.

In response to a request by the program faculty, the UTC Faculty Senate approved several changes to program requirements in the spring of 2005. These changes became effective for students entering the program in the fall of 2005. One change was to require school psychology students to earn grades of at least "B" on all required courses as listed on their applications for candidacy for the Ed. S. degree. A second change was to implement a residency requirement that all students complete at least 18 semester hours during one calendar year prior to graduation. The residency requirement was modified in the fall of 2006 to state that students entering the program in the fall of 2007 and thereafter must complete this requirement prior to beginning their first semester of internship. A third change was to increase the number of prerequisite courses for EPSY 6500: Internship I. The most recent change involved a curriculum revision that included the addition of Lab courses and/or increasing credit hours for applied courses associated with assessment and intervention. This change was recommended in order to provide additional, hands-on support for students in learning foundational skills.

All of the above changes were made with the goal of improving the quality of the program. Additional changes as needed will be made based on program evaluation data.

NASP Program Approval

 In 2008, the School Psychology program initially received Full Approval by the National Association of School Psychologists (NASP); following the required updated NASP approval application, the Program, again, received Full Approval through February 1, 2026. The UTC program is listed as a NASP-Approved/Nationally Recognized Graduate Program in the directory maintained by NASP (http://www.nasponline.org). As stated by NASP, "NASP Program approval/national recognition is an important indicator of quality graduate education in school psychology, comprehensive content, and extensive and properly supervised field experiences and internships, as judged by trained national reviewers. Thus, NASP approval/national recognition confers multiple advantages to programs, program graduates, the profession of school psychology, and, most importantly, to the children, families, and schools that we serve" (www.nasponline.org/certification/NASPapproved.aspx).

University Mission Statement

The University of Tennessee is a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community. At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity.

College of Health, Education, and Professional Studies Mission Statement

The College of Health, Education and Professional Studies prepares liberally educated, technologically efficient scholars and practitioners for life in a global society.

The College is committed to:

- Enhancing the bodies of knowledge in each of its disciplines.
- Promoting the values and ethics of a truth-seeking, caring community.
- Serving diverse populations by providing family and social service experts, health and lifestyle professionals, leaders and teachers for the 21st century.

School Psychology Program Mission Statement

The *School Psychology Mission Statement* is as follows. The mission of the school psychology program is to produce graduates who meet NASP accreditation standards as well as state licensure and national certification requirements. Graduates will provide critical and essential psychological services to schools and community organizations. These professional leaders and advocates will provide multiculturally responsive services to children, adolescents, school professionals, families, and communities.

The School Psychology program is delivered inside of and incorporates these missions. The program seeks to promote the mission of UTC, CHEPS, and the SPS by producing graduates who meet requirements for licensure in school psychology from the Tennessee Department of Education and are prepared to utilize commonly accepted best practices in their work as school psychologists. By doing so, they will provide helpful services and leadership in their field to schools and other organizations serving children and adolescents.

The School Psychology Program at UTC is identified as a unit of CHEPS that falls under the umbrella of CAEP accreditation (formerly NCATE), specifically as a program training professionals for a SPA (specialized professional association).

Program Students will:
- Understand the knowledge and skills described in NASP's 2020 NASP's 2020 Standards of Professional Practice and Graduate Training standards and reflected by the NASP "Model of Comprehensive and Integrated Services by School Psychologist"
- Evaluate the science-practitioner model of training and practice as described by Fagan and Wise in "School Psychology: Past, Present, and Future" (1994).

- Be a reflective practitioner: A reflective practitioner builds and examines knowledge about learners, the culture and curricula of schooling, and the contexts in which teaching and learning occur; such a practice assists an educator to simultaneously renew, invigorate, and maximize the teaching process.
- Demonstrate and understand diversity in development and learning, research and program evaluation, and legal, ethical, and professional practice.
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NASP Domains of School Psychology Practice and the Program
The Program requires students to have basic professional competencies, including both knowledge and skills, in the 10 domains, as well as the ability to integrate knowledge and apply professional skills across domains in the practice of school psychology

These objectives are interwoven in Program coursework, practica, and internship requirements and reflected through the requirement that professional competencies as related to knowledge and skills in ten domains of school psychology practice be demonstrated by students. Careful assessment of knowledge and skills is completed by Program faculty throughout a student's tenure in the Program. Not only are course-embedded assessments completed, but a mastery of skills orientation is also built into the course, practica, and internship procedures. Ongoing assessment and minimum criteria for mastery are established; students are not able to proceed to various checkpoints in the program until mastery is established. Further, if mastery of knowledge

and skills ultimately demonstrating integration of competencies is not demonstrated, a variety of "remedial" activities are required for completion by the student prior to continued matriculation in the Program. In addition, ongoing professional fitness evaluations are completed by Program faculty each semester to assess student demonstration of required skills and dispositions.

Scientist-Practitioner Model and the Program

The "scientist-practitioner model" of training and practice, according to Fagan and Wise's book *School Psychology Past, Present, and Future* 3rd edition (2007), includes "…a blend of psychology's research and practice orientations such that trainees are prepared to conduct and understand research as well as practice effectively with clients" (p. 200). Two program courses, EPSY 5010: Methods of Educational Research, and EDS 6100: Program Evaluation, focus on formal research methods with an emphasis on conducting program evaluations as a means of improving school programs.

Courses in the program's *assessment* sequence (EPSY 5160: Foundations of Assessment in School Psychology; EPSY 5360: Affective and Behavioral Assessment Techniques; EPSY 6300: Individual Ability Testing; and EPSY 6350: Practicum in Assessment) and *intervention* sequence (EPSY 5045: Classroom Management of Social-Emotional -Behavioral Needs; EPSY 6250: Consultation Methods; and EPSY 6400: Practicum in Intervention) focus on collecting and using information to make data-based recommendations for assisting individual students and groups of students. These recommendations include those made in relation to special education eligibility decisions, initial intervention planning decisions, and decisions to modify or end interventions based on results of progress monitoring data.

Reflective Practitioner and the Program

The program also seeks to produce "reflective practitioners" who discover and use knowledge to improve the lives of those they serve. Reflective practice embodies highly developed knowledge and skill, high standards of professional conduct, personal integrity, a strong commitment to the welfare of all clients, and effective collaboration. When applied specifically to school psychologists, reflective practice involves:
- Thoughtful, systematic assessment of factors that contribute to students' learning and adjustment. The use of research- based strategies to link assessment results to interventions designed to enhance students' learning and adjustment,
- Self-assessment related to self-development and effective practice.
- An emphasis on collaboration as the vehicle to enhance learning and adjustment, concern for the welfare of all students and other clients with sensitivity and respect for individual and cultural diversity, and professional practice that reflects legal and ethical standards.

The UTC School Psychology Program embraces the philosophy that school psychologists must work toward integration of their knowledge and skills to promote effective services, advocacy, and social justice for students, families, and schools. Ongoing personal reflection regarding level of respect and sensitivity to issues of diversity in a pluralistic society including individual differences in culture, gender identification, ethnicity, sexual orientation, socioeconomic status, and learning abilities is emphasized as an important aspect of reflective practice in professional behaviors and development.

Program Philosophy

- School psychologists represent a potent force in helping schools achieve the levels of educational excellence that society desires.
- School psychologists serve the goal of promoting educational excellence through their understanding of research on best practices, their abilities to apply this understanding to meet the needs of individual students and groups of students, and shared beliefs and values.
- Shared beliefs include:
  - The purpose of schools is to prepare each student to achieve the maximum success possible in society. Given this purpose, all education is special.
  - Instruction is the most important force in helping students achieve success.
  - Instruction is the common responsibility of teachers, other professionals, parents, and the community. Instruction is effective to the degree that it incorporates practices supported by research. All efforts to improve student learning and adjustment must be based on an accurate, integrated understanding of the factors currently influencing that learning and adjustment.
- Shared values include the importance of engaging in and promoting competent, legal, and ethical practice. Collaboration is the vehicle to maximize the benefits of practice. Respect for human diversity and social justice is a strength in efforts to facilitate positive outcomes.
- School psychologists will use the knowledge and skills obtained to create and maintain a safe, supportive, fair, and effective learning environment. Skills and strategies will be developed to help school psychologists improve family-school collaboration in schools they are involved with.

Integration of Program Philosophy, Objectives and NASP Domains

Program Philosophy	UTC School Psychology Goals	NASP Domains
-UTC graduate students must work towards integration of their knowledge and skills to promote effective services, advocacy, and social justice for students, families, and schools. -UTC graduate students will represent a potent force in helping schools achieve the levels of educational excellence that society desires. Appropriate instruction is the most important force in helping students achieve success. School psychologists will use the knowledge and skills obtained to create and maintain a safe, supportive, fair, and effective learning environment.	Enhance and refine knowledge in psychology and education.	**- Domain 1: Data-Based Decision Making** **- Domain 3: Academic Interventions and Instructional Supports** **- Domain 4**: **Mental and Behavioral Health Services and Interventions** **- Domain 9: Research and Evidence-Based Practice**

UTC graduate students must work towards integration of their knowledge and skills to promote effective services, advocacy, and social justice for students, families, and schools.	Promote values, ethics, and legal requirements in service to communities.	**- Domain 1: Data-Based Decision Making** **- Domain 2: Consultation and Collaboration** **- Domain 5**: **School-Wide Practices to Promote Learning** **- Domain 7: Family, School, and Community Collaboration** **- Domain 10: Legal, Ethical, and Professional Practice**
UTC graduate students will engage in ongoing personal reflection regarding the level of respect and sensitivity to issues of diversity in a pluralistic society including individual differences in culture, gender identification, ethnicity, sexual orientation, socioeconomic status, and learning abilities.	Serve diverse populations by providing expertise in the application of psychological and educational principles.	**- Domain 1: Data-Based Decision Making** **- Domain 3: Academic Interventions and Instructional Supports** **- Domain 4**: **Mental and Behavioral Health Services and Interventions** **- Domain 6**: **Services to Promote Safe and Supportive Schools** **- Domain 7: Family, School, and Community Collaboration** **- Domain 8: Equitable Practices for Diverse Student Populations**
The UTC school psychology graduate student will develop his or her practice that will have a positive impact to the children, families, and school stakeholders involved. Instruction is the common responsibility of teachers, other professionals, parents, and the community. Instruction is effective to the degree that it incorporates practices supported by research. Appropriate instruction is the most important force in helping students achieve success.	Use research-based knowledge to promote effective educational strategies and activities in schools.	**- Domain 1: Data-Based Decision Making** **- Domain 2: Consultation and Collaboration** **- Domain 3: Academic Interventions and Instructional Supports** **- Domain 4**: **Mental and Behavioral Health Services and Interventions** **- Domain 5**: **School-Wide Practices to Promote Learning** **- Domain 6**: **Services to Promote Safe and Supportive Schools** **- Domain 7: Family, School, and Community Collaboration** **- Domain 9: Research and Evidence-Based Practice**

School Psychology Advisory Board

The UTC School Psychology Advisory Board meets at least twice a year with faculty, community members, and students to discuss the program's strengths and areas for improvement. The purpose of the board is to ensure the program is maintaining current best practices in the field.

New Student Orientation

A new student orientation meeting involving new students and program representatives is held once a year during the fall semester. Representatives of local schools, students from other cohorts in the program, and former students may also attend this orientation as can be arranged. The orientation is informational as well as an opportunity for students across cohorts in the Program to meet.

Advisement

All new students accepted into the UTC School Psychology Program are assigned an advisor during the first faculty meeting of the fall semester, which is their first semester of enrollment. All enrolled students are sent an updated faculty advisor assignment list in the first week of fall courses each year as a reminder of their assignments.

Entry level students are required to schedule an individual meeting during their first semester of enrollment with their advisor to complete their program of study. Once completed, and signed by both student and advisor, the program of study is then submitted to the graduate school for review and final approval. In subsequent fall and spring semesters, students are required to attend group advisement meetings with faculty to discuss any issues related to course requirements. Faculty will answer general questions regarding clinical placements, and other issues as they arise. These meetings are documented with a sign-in sheet and the institution's registration hold will be removed by faculty after the student has participated in advisement.

In the semester prior to clinical work (either a fall or spring) students are required to meet with their advisor to review placement options and clinical placement paperwork. Successful completion of this advisement and placement process is documented through clinical paperwork submission on the UTC School Psychology canvas site.

In the semester before graduation, students complete the application for graduation and must complete a graduation audit form. The audit form is used in advisement to review the student's program of study, to document any changes from the original program of study and ensure that students have completed their courses to earn their degree.

Sources of Assistance to Students

The *School Psychology Program Bulletin Board* provides information on job openings, professional organizations (including membership application forms), and other relevant topics.

The *School Psychology Program website* (www.utc.edu/SchoolPsychology) provides general information about the Program for prospective students and information relevant for current students (i.e., links to the Program Handbook, etc.).

Financial assistance is available to degree-seeking graduate students from several sources, contingent on a student being admitted both to the UTC Graduate School and to a specific degree program. Graduate students are eligible for student loans; student loan requests are processed through the UTC Financial Aid Office.

Graduate Assistantships: UTC graduate students are also eligible for financial aid as a Graduate Assistant (GA). GA). A GA assists one or more faculty members by providing support for their teaching, research, and/or service activities. Graduate assistants (GAs) are provided a salary on a regular periodic basis as compensation for the service provided each term of the appointment and provided a waiver of the associated maintenance fees . Full-time awards include a $4,500 stipend and maintenance fee waiver (9 hrs) per semester for the fall and spring semesters. The out-of-state tuition for full time graduate assistants is automatically waived for students' enrolled credit hours. One-half time graduate assistant awards include a $2,250 stipend and maintenance fee waiver for 4.5 credit hours. For part-time graduate students the out of state tuition is not fully waived. International students also have international tuition. It is compensated

similar to out-of-state tuition. Full-time international GA students are waived the international tuition, while part-time international GA students are not fully waived).

Applications for a graduate assistantship are available from the Graduate Admissions Office in Race Hall 103 or the UTC website at https://www.utc.edu/research/graduate-school/student-resources/graduate-assistantships **Applications must be received in the Graduate Admissions Office/department where the assistantship resides by April 2 for a student to be considered for an assistantship.** Assistantships typically begin in the fall semester.

A number of specifically targeted scholarships (such as Finley Scholarships for single parents) are also available to UTC graduate students. Contact the UTC Financial Aid Office for more information regarding these scholarships or visit them on the web at http://www.utc.edu/graduate-school/student-resources/scholarships.php

The **National Association of School Psychologists (NASP) Minority Scholarship Program** awards a minimum of one $5,000 scholarship awarded in two $2500 installments to a chosen minority graduate student. As explained on the NASP website, the Program's goal is for each scholar receiving the award to enter the field as a practicing school psychologist following graduation, infusing the profession with diversity and cultural awareness to benefit children and school communities across the country. Please visit https://www.nasponline.org/membership-and-community/awards-scholarships-and-grants/minority-scholarship-programfor more information.

The **UTC Graduate Student Association (GSA)** provides workshops and other activities to support graduate students at UTC. The GSA also provides travel awards for attendance at professional conferences. Students interested in affiliating with the GSA and/or applying for a travel award should go to http://www.utc.edu/graduate-student-association/

On-campus housing is arranged through the UTC Housing Office located in the UTC Stacy Town Center, phone: (423) 425-4304 or http://www.utc.edu/housing/index.php.
Accommodations range from traditional dorm rooms to apartments.

The Disability Resource Center is located in 108 University Center, phone: (423) 425-4006 or http://www.utc.edu/disability-resource-center/. This office works to provide equal access to all facilities, programs, and services at UTC for students with disabilities and determines appropriate academic accommodations according to the requirements of the Americans with Disabilities Act of 1990.

The Counseling Center is located in 338 University Center, https://www.utc.edu/enrollment-management-and-student-affairs/counseling-center .The Center provides personal, vocational, and academic counseling as well as crisis intervention for individuals and groups. Please contact 423-425-4438 or visit the Counseling Center in the University Center room #338 to schedule an appointment with a counselor. Students who are located in the state of Tennessee are welcome to schedule a virtual appointment. Crisis services are available for all students 24/7. Please contact 423-425-CARE (2273) if you are experiencing a mental health crisis.

The Center for Wellbeing is located in the University Center, Room 350. The mission of the Center for Wellbeing is to support the personal and academic growth of our students by cultivating a well and safe campus community. The center encourages life-long wellbeing by promoting healthy coping skills, a culture of care,

risk reduction and wellness. Find more info at https://www.utc.edu/enrollment-management-and-student-affairs/center-for-wellbeing .

The Health Services Center is located at 615 McCallie Ave. (Maclellan Gym), phone: (423) 425-2337 or http://www.utc.edu/student-health-services. The Center provides primary health care, health wellness and prevention programs, and referrals to appropriate agencies. A health insurance policy is available to students through the Health Services Center. This policy covers expenses for surgery and hospitalization in cases of accident and illness. Call the Center for more information.

Scrappy's Cupboard was founded to address food insecurity among University of Tennessee at Chattanooga (UTC) students. We provide emergency food assistance and referrals to all UTC students without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status. Scrappy's Cupboard is coordinated by the Office of Student Outreach & Support, and run by faculty, staff, and student volunteers from the UTC community. You can visit the Office of the Dean of Students in University Center, Room 310 or go to https://app.acuityscheduling.com/schedule.php?owner=13194775&appointmentType=3644698 and make an appointment to receive services.

The Writing Center is located in the library room 118, phone: (423) 425-1774 or http://www.utc.edu/library/services/writing-and-communication-center. This center provides a variety of services designed to help students improve their writing. These services range from individual consultations to small group instruction to workshops on topics of general interest.

The UTC Library offers the highest quality of research materials and scholarly support materials. It allows students to check out laptops, scientific calculators, video equipment, cameras, books, DVDs, and more. The newly constructed building has study rooms, practice presentation rooms, quiet lounges, classrooms, conference rooms, reading rooms, and much more. For more information about what the UTC Library has to offer visit the website http://www.utc.edu/library/new-library/index.php or call (423)-425-4501.

The Handbook and Campus Directory provides detailed information on student services at UTC as well as the Honor Code and Student Conduct Code. The Student Handbook is distributed on campus at the beginning of each fall semester and is also available on-line at http://www.utc.edu/dean-students/student-handbook.php.

The **School Psychology Student Association (SPSA)** is a recognized student organization at the University of Tennessee at Chattanooga established in 2014. SPSA's goal is to help improve networking between the different graduate school psychology student cohorts, and also to enlighten undergraduate students on the roles and responsibilities of school psychologist in the education system. The SPSA also organizes fundraisers, social gatherings, and trainings that will help students feel connected in the program and further their knowledge on different topics in the field of school psychology. Yearly, the SPSA sends several students from UTC to the NASP Convention to help the students gain insight on the current advancements in the school psychology profession. Meetings are held bi-weekly, where students get together to discuss current, relevant issues in the field.

Professional Organizations and Conferences. UTC school psychology students are encouraged to become student members and attend the conferences of the Tennessee Association of School Psychologists (TASP) and NASP. School psychology students may join these organizations at reduced rates and, as members, receive organizational newsletters and journals and discounts on conference registration fees. They may also review employment postings on the organizations' web sites. TASP sponsors yearly conferences and occasional

special meetings on topics of particular interest. TASP members are also eligible to attend the Mid-South Conference on Psychology in the Schools. This meeting is held every other year and is a joint effort of the school psychology professional organizations of Alabama, Tennessee, and Mississippi. NASP sponsors yearly conferences, some of which have been held in the Southeast (Atlanta and Nashville). UTC students can (and have) receive travel awards for all of these conferences from the UTC Graduate Students Association.

TASP membership is paid for by the program during the second year of the program when students are completing their practicum courses. This allows students to network with other professionals and school districts within Tennessee.

Licensure Information

The Certification Officer (CO) is in charge of submitting your application for licensure for School Psychologist PreK-12 (489) to the TN Office of Education Licensure. Your License application will be submitted to the State Office of Teacher License as soon as she has all the required materials:
Information Sheet for Licensure: information sheet (in the appendix) and return to the Certification Officer. You may complete electronically, fax, mail, or drop it off.

Please print out and complete the attached personal affirmation.
A clear emailed scan or dropped-off or mailed hard copy is acceptable. This is the information that I will use to enter into the State system, so please:
- Write legibly
- Use the name that will be on your UTC transcript
- Use an email that you check regularly. This is how the State will communicate with you.

Praxis scores for the School Psychologist test (5402): The CO will have these so long as you selected UTC as a score recipient. Scores are available 10-15 business days after the close of the testing window. Please register for this test EARLY. If you take this test toward the beginning of the testing window, it can be close to a month before you get your scores. You will be contacted by email when your scores are available. You will have access to download a pdf of your score report…this is your OFFICIAL score report. Please make sure you save and keep in a safe place. ETS and UTC purge these results after 9 years, and it is a common occurrence for individuals to contact the CO after that time because the score report is needed but was misplaced. If you test in TN, then your scores will automatically be sent to the State. If you test outside of TN, then you MUST select that the State of TN Dept. of Education (8190) receive your scores. Please check your score report to make sure that your score was sent to both TN Department of Education (8190) and UTC (1831). Please let the CO know if either of these score recipients are missing.

Licensing steps for School Psychology:
1. Ensure that passing Praxis scores are sent to Tennessee Department of Education and to UTC.
Once degrees (or final grades for non-degree seekers) have officially posted, order an official UTC transcript to be sent to Certification@utc.edu. Specific instructions are attached.
2. Order official transcripts from any institution you have received a degree to Ceritification@utc.edu.
Transcripts ordered during your admissions process cannot be used. If needed, hard-copy transcripts can be mailed to:

<div align="center">

School of Education Certification Officer,
Department 4154,
615 McCallie Avenue,

</div>

Chattanooga, TN, 37403-2598

3. Once the above points have been completed, schedule a phone call with the certification officer. Be prepared to give your birthdate and social security number and to go over next steps. You can schedule that by emailing certification@utc.edu or at this link: https://calendly.com/michael-crosa/is_here_for_you
Make sure that you do not have any holds on your account before you request a UTC transcript. Your request will not be processed if you have holds.

Once the CO has all of your materials, they will upload your license application information into TN Compass: https://tdoe.tncompass.org. When the application is uploaded, you will need to log in and complete a Personal Affirmation transaction. They will email you when this is needed, so please check your UTC email often for updates. The CO will try to get your applications sent before the other, larger institutions in the state so that the processing time is as fast as possible, but typically the processing takes 2-3 weeks.

In order to check on your license and the status of your application, visit: https://www.tn.gov/education/licensing.html

You will see the Now processing applications received the week of: _____(The CO will try to send the week after degree conferral). This should give you an idea of when you should expect to see your license information appear on the website. This office is extremely busy, so please contact the CO first with your question or issue.

Please make sure that you retain your Praxis Score report. The pdf document that was provided to you electronically by ETS is YOUR official copy. Make copies and save in multiple locations!

It is recommended that you request a few official copies of your transcript to be sent to yourself as well. Many times, when applying for jobs, you need to submit copies.

The CO will send a letter of completion on your behalf if you are being considered for a position. Please contact the CO if you need one completed and she will let you know what information is needed.

To search licenses, you can search the public TN Compass site: https://tdoe.tncompass.org/public
Getting licensed in another state?
First, you will need your initial TN license. Then Google: "(State name) Office of Teacher Licensure." Each state has very different requirements. They will all want to see a copy of your initial license, some might want official transcripts, and some might want test scores. If you know that you are moving soon after graduation, look up the information now! You might be required to take an additional test to complete other requirements before you are able to be hired, such as in Georgia. Often, the CO will need to complete a form with the institutional seal showing that you did complete the program. Please submit these requests as soon as possible if you know that you are moving out of state.

Questions?
Please email: certification@utc.edu (Please include your program, licensure status, and UTC ID in all correspondence)

CHAPTER TWO: ACADEMIC REQUIREMENTS AND PROCEDURES

Course Emphases

There are a total of 20 required courses in the UTC School Psychology program. Of these 20 courses, two are practicum courses (EPSY 6350: Practicum in Assessment and EPSY 6400: Practicum in Intervention). Two other courses are internship courses (EPSY 6500: Internship I and EPSY 6550: Internship II). All courses are taken for three (3) semester hours each **with the exception of the two "labs" represented through the course, Applied Foundations of School Psychology I and II (2 hours), two practicum courses (taken for four hours each) and the internship courses, which are taken for six (6) semester hours each**. This hour differential is in place due to the intensity of the practica and internship experience, not only in terms of field-based experiences, field-based supervision, and university-based supervision but also completion of the Capstone project.

Program courses serve different functions and have different emphases. These functions and emphases are described below in terms of each of the *NASP Practice Domains*. Note that some courses have multiple emphases.

1) Courses that emphasize the understandings and skills involved in promoting ***Domain 1: Data-Based Decision Making*** are:
    EDS 6100:   Program Evaluation
    EPSY 5010:   Methods of Educational Research
    EPSY 5045:   Classroom Management for Social-Emotional-Behavioral needs
    EPSY 5160:   Foundations of Assessment in School Psychology
    EPSY 5165:   Applied Foundations of School Psychology I
    EPSY 5360:   Affective and Behavioral Assessment Techniques
    EPSY 6300:   Individual Ability Testing
    EPSY 6305:   Applied Foundations of School Psychology II
    EPSY 6350:   Practicum in Assessment
    EPSY 6400:   Practicum in Intervention
    EPSY 6500:   Internship in School Psychology I
    EPSY 6550:   Internship in School Psychology II

2) Courses that emphasize the understandings and skills involved in practicing ***Domain 2: Consultation and Collaboration*** are:

    EPSY 5045:   Classroom Management for Social-Emotional-Behavioral Needs
    EPSY 5450:   Counseling Skills
    EPSY 6250:   Consultation Methods
    EPSY 6350:   Practicum in Assessment
    EPSY 6400:   Practicum in Intervention
    EPSY 6500:   Internship in School Psychology I
    EPSY 6550:   Internship in School Psychology II

3) Courses that emphasize the understandings and skills involved in promoting ***Domain 3: Academic Interventions and Instructional Supports*** are:

EDS 6130:   Teaching and Learning
EPSY 5045:   Classroom Management of Social-Emotional-Behavioral Needs
EDSP 5060:   Program Design and Curriculum Strategies for the Exceptional Learner
EPSY 5160:   Foundations of Assessment in School Psychology
EPSY 6250:   Consultation Methods
EPSY 6350:   Practicum in Assessment
EPSY 6400:   Practicum in Intervention
EPSY 6450:   Psychological Foundations of School Psychology
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

4) Courses that emphasize the understandings and skills involved in promoting ***Domain 4: Mental and Behavioral Health Services and Interventions*** are:

EDSP 5060:   Program Design and Curriculum Strategies for the Exceptional Learner
EPSY 5045:   Classroom Management for Social-Emotional-Behavioral Needs
EPSY 5360:   Affective and Behavioral Assessment Techniques
EPSY 5440:   Foundations of Mental Health Intervention in School Psychology
EPSY 5450:   Counseling Skills
EPSY 5750:   Diagnosis and Intervention for Psychological Disorders in Children and Youth
EPSY 6250:   Consultation Methods
EPSY 6350:   Practicum in Assessment
EPSY 6400:   Practicum in Intervention
EPSY 6450:   Psychological Foundations of School Psychology
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

5) Courses that emphasize the understandings and skills involved in responding appropriately to ***Domain 5: School-Wide Practices to Promote Learning*** are:

EDS 6100:   Program Evaluation
EDS 6130:   Teaching and Learning
EDSP 5060:   Program Design and Curriculum Strategies for the Exceptional Learner
EPSY 5750:   Diagnosis and intervention for Psychological Disorders in Children and Youth
EPSY 5045:   Classroom Management for Social-Emotional-Behavioral Needs
EPSY 5440:   Foundations of Mental Health Intervention in School Psychology
EPSY 5450:   Counseling Skills
EPSY 6300:   Individual Ability Testing
EPSY 6350:   Practicum in Assessment
EPSY 6400:   Practicum in Intervention
EPSY 6450:   Psychological Foundations of School Psychology
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

6) Courses that emphasize the understandings and skills involved in promoting ***Domain 6: Services to Promote Safe and Supportive Schools*** are:

EDS 6100:   Program Evaluation
EPSY 5160:   Foundations of Assessment in School Psychology
EPSY 5360:   Affective and Behavioral Assessment Techniques
EPSY 5440:   Foundations of Mental Health Intervention in School Psychology
EPSY 6140:   Historical, Legal, and Ethical Foundations of School Psychology
EPSY 6350:   Practicum in Assessment
EPSY 6400:   Practicum in Intervention
EPSY 6250:   Consultation Methods
EPSY 6450:   Psychological Foundations of School Psychology
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

7) Courses that emphasize the understandings and skills involved in facilitating ***Domain 7: Family, School, and Community Collaboration*** are:

EDSP 5060:   Program Design and Curriculum Strategies for the Exceptional Learner
EPSY 5750:   Diagnosis and Intervention for Psychological Disorders in Children and Youth
EPSY 5045:   Classroom Management of Social-Emotional-Behavioral Needs
EPSY 5440:   Foundations of Mental Health Intervention in School Psychology
EPSY 5360:   Affective and Behavioral Assessment Techniques
EPSY 5450:   Counseling Skills
EPSY 6250:   Consultation Methods
EPSY 6350:   Practicum in Assessment
EPSY 6400:   Practicum in Intervention
EPSY 6450:   Psychological Foundations of School Psychology
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

8) Courses that emphasize the understandings and skills involved in promoting ***Domain 8: Equitable Practices for Diverse Populations*** are:

EDS 6130:   Teaching and Learning
EPSY 5750:   Diagnosis and intervention for Psychological Disorders in Children and Youth
EPSY 5160:   Foundations of Assessment in School Psychology
EPSY 5165:   Applied Foundations of School Psychology I
EPSY 5360:   Affective and Behavioral Assessment Techniques
EPSY 5440:   Foundations of Mental Health Intervention in School Psychology
EPSY 6140:   Historical, Legal, and Ethical Foundations of School Psychology
EPSY 6250:   Consultation Methods
EPSY 6350:   Practicum in Assessment
EPSY 6400:   Practicum in Intervention

EPSY 6450:   Psychological Foundations of School Psychology
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

9) Courses that emphasize the understandings and skills involved in using and conducting ***Domain 9: Research and Evidence-Based Practice*** are:

EDS 6100:   Program Evaluation
EDSP 5060:   Program Design and Curriculum Strategies for the Exceptional Learner
EPSY 5010:   Methods of Educational Research
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

10) Courses that emphasize the understandings and skills involved in incorporating ***Domain 10: Legal, Ethical, and Professional Practice*** are:

EPSY 5160:   Foundations of Assessment in School Psychology
EPSY 5165:   Applied Foundations of School Psychology I
EPSY 5360:   Affective and Behavioral Assessment Techniques
EPSY 5440:   Foundations of Mental Health Intervention in School Psychology
EPSY 6140:   Historical, Legal, and Ethical Foundations of School Psychology
EPSY 6250:   Consultation Methods
EPSY 6300:   Individual Ability Testing
EPSY 6350:   Practicum in Assessment
EPSY 6400:   Practicum in Intervention
EPSY 6500:   Internship in School Psychology I
EPSY 6550:   Internship in School Psychology II

Course Sequencing

Course	Hours	1st Fall	1st Spring	1st Summer	2nd Fall	2nd Spring	2nd Summer	3rd Fall	3rd Spring
EPSY 5160 Foundations of Assessment in School Psychology	3	X							
EPSY 5360 Affective and Behavioral Assessment Techniques	3	X							
EPSY 5165 Applied Foundations of School Psychology I	2	X							
EPSY 6140 Historical, Legal, and Ethical Foundations of School Psychology	3	X							
EPSY 6300 Individual Ability Testing	3		X						
EPSY 6305 Applied Foundations of School Psychology II	2		X						
EPSY 5045 Classroom Management of Social-Emotional-Behavioral Needs	3		X						
EPSY 6450 Psychological Foundations of School Psychology	3		X						
EPSY or EDUC 5010 (cross listed) Methods of Educational Research	3			X					
EPSY 5450 Counseling Skills	3			X					
EPSY 6350 Practicum in Assessment	4				X				
EPSY 6250 Consultation Methods	3				X				
EPSY 5440 Foundations of Mental Health Intervention in School Psychology	3				X				
EPSY 6400 Practicum in Intervention	4					X			
EDSP 5060 Program Design and Curriculum Strategies for the Exceptional Learner	3					X			
EDS 6130 Teaching and Learning	3					X			
EPSY 5750 Diagnosis and Intervention for Psychological Disorders in Children and Youth	3						X		
EDS 6100 Program Evaluation	3						X		
EPSY 6500 Internship in School Psychology I	3 or 6*							X	
EPSY 6550 Internship in School Psychology II	3 or 6*								X

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* 3 hours if part-time, 6 hours if full-time

To ensure adequate enrollment, required courses serving only or mainly school psychology students are offered only once per academic year.

Courses offered only in the *fall* semester are:
 EPSY 5160: Foundations of Assessment in School Psychology
 EPSY 5165: Applied Foundations of School Psychology I
 EPSY 5360: Affective and Behavioral Assessment Techniques
 EPSY 6140: Historical, Legal, and Ethical Foundations of School Psychology
 EPSY 6250: Consultation Methods
 EPSY 6350: Practicum in Assessment

Courses offered only in the *spring* semester are:

 EPSY 5040: Classroom Management of Social-Emotional-Behavioral Needs
 EPSY 6300: Individual Ability Testing
 EPSY 5165: Applied Foundations of School Psychology II
 EPSY 6400: Practicum in Intervention
 EPSY 6450: Psychological Foundations of School Psychology

Courses offered only in the *summer* semester are:

 EPSY 5750: Diagnosis and Intervention for Psychological Disorders in Children and Youth

Required courses that are shared with students in other programs are typically offered more than once per academic year. Required courses are offered in such a way that a school psychology student entering with a bachelor's degree can complete all degree requirements in three years. To do so, s/he:

- Should begin taking courses during the fall semester as a full-time student (taking 11 credit hours or more per semester; see course matrix for exact number of hours required each semester).

- Should take at least 10-11 semester hours during each fall and spring semester of his/her first two years (see course matrix for exact number of hours each semester).

- May need to take prerequisite courses during the first year to become eligible for degree candidacy.

Following the course sequence below will allow a full-time student to complete the program in three years. It will also allow a student to meet the academic requirements of the program (in terms of satisfying course prerequisite requirements; meeting the residency requirement of at least 18 semester hours during a calendar year prior to internship; and being eligible to begin internship, EPSY 6500 - Internship in School Psychology I). Students can expect these courses to be offered in the semesters indicated.

Full Time Students (at least nine (9) semester hours per term)

	Fall	Spring	Summer
1st year	**EPSY 5160** Foundations of Assessment in School Psychology	**EPSY 6300** Individual Ability Testing	**EPSY or EDUC 5010** (cross listed) Methods of Educational Research
1st year	**EPSY 5360** Affective and Behavioral Assessment Techniques	**EPSY 6305** Applied Foundations of School Psychology II	**EPSY 5450** Counseling Skills
1st year	**EPSY 5165** Applied Foundations of School Psychology I	**EPSY 5045** Classroom Management of Social-Emotional-Behavioral Needs	
1st year	**EPSY 6140** Historical, Legal, and Ethical Foundations of School Psychology	**EPSY 6450** Psychological Foundations of School Psychology	
	Fall	Spring	Summer
2nd Year	**EPSY 6350** Practicum in Assessment	**EPSY 6400** Practicum in Intervention	**EPSY 5750** Diagnosis and Intervention for Psychological Disorders in Children and Youth
2nd Year	**EPSY 6250** Consultation Methods	**EDSP 5060** Program Design and Curriculum Strategies for the Exceptional Learner	**EDS 6100** Program Evaluation
2nd Year	**EPSY 5440** Foundations of Mental Health Intervention in School Psychology	**EDS 6130** Teaching and Learning	
	Fall	Spring	Summer
3rd Year	**EPSY 6500** Internship in School Psychology I	**EPSY 6550** Internship in School Psychology II	

Following the course sequence below will allow a part-time student to complete the program in four years. It will also allow a student to meet the academic requirements of the program (in terms of satisfying course prerequisite requirements; meeting the residency requirement of at least 18 semester hours during an academic year prior to internship; and being eligible to begin internship, EPSY 6500: Internship I). Students can expect these courses to be offered in the semesters indicated.

Part Time Students (fewer than nine (9) semester hours per term)

	Fall	Spring	Summer
1st year	EPSY 5160 (3 hrs)	EPSY 5045 (3 hrs)	EPSY 5010 (3 hrs)
1st year	EPSY 5165 (2 hrs)	EPSY 6300 (3 hrs)	
1st year	EPSY 5360 (3 hrs)	EPSY 6305 (2 hrs)	
	Fall	Spring	Summer
2nd Year	EPSY 6140 (3 hrs)	EPSY 6450 (3 hrs)	EPSY 5450 (3 hrs)
2nd Year	EPSY 6250 (3 hrs)	EDSP 5060 (3 hrs)	
	Fall	Spring	Summer
3rd Year	EPSY 6350 (4 hrs)	EPSY 6400 (4 hrs)	EPSY 5750 (3 hrs)
3rd Year	EPSY 5440 (3 hrs)	EPSY 6130 (3 hrs)	
	Fall	Spring	Summer
4th Year	EPSY 6500 (6 hrs)	EPSY 6550 (6 hrs)	
4th Year	EDS 6100 (3 hrs)		

*Note that part-time students are still required to meet 18 hours for at least one academic year prior to internship in order to meet to meet residency requirements. *

Courses in the assessment and intervention sequences must be taken in the prescribed order to promote sequential development of understanding and skills.

Assessment Sequence

1.	EPSY 5160: Foundations of Assessment in School Psychology
2.	EPSY 5360: Affective and Behavioral Assessment Techniques
3.	EPSY 6300: Individual Ability Testing
4.	EPSY 6350: Practicum in Assessment

Intervention Sequence

1.	EPSY 5040: Classroom Management Techniques
2.	EPSY 6250: Consultation Methods

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> 3. EPSY 6400: Practicum in Intervention

Pre-requisites to EPSY 6350:

A student cannot take EPSY 6500: Internship in School Psychology I, without having first taken EPSY 6350: Practicum in Assessment, and EPSY 6400: Practicum in Intervention. Both prerequisite courses help determine whether a student is ready to display the full range of understandings and skills expected of interns.

In addition, a student may not take EPSY 6500: Internship in School Psychology I unless s/he has:

1) Received an endorsement to begin internship from the program faculty signifying confidence in the student's abilities and professional fitness; and 2) taken the following courses:

EPSY 5010: Methods of Educational Research
EPSY 5440: Foundations of Mental Health Intervention in School Psychology
EPSY 5450: Counseling Skills
EPSY 6450: Psychological Foundations of School Psychology
EDSP 5060: Program Design and Curriculum Strategies for the Exceptional Learner
EDS 6100: Program Evaluation
EDS 6130: Teaching and Learning.

While some course requirements can be waived for students with equivalent graduate courses, EPSY 6350: Practicum in Assessment, and EPSY 6400: Practicum in Intervention, CANNOT be waived as course prerequisites to EPSY 6500: Internship in School Psychology I.

NOTE: Any revisions to the courses listed on the original Program of Study submitted by the student after their first semester in the program must be submitted on the Application for Candidacy and approved by the student's advisor, program coordinator, and the Director of the Graduate School.

The Graduate Program of Study, Program of Study & Candidacy – Continuation Form and Graduate Application for Candidacy forms can be found at: https://www.utc.edu/sites/default/files/2020-06/prgofstudyandgradauditcontinuationver5-18.pdf

The Graduation Form is completed one semester **PRIOR** to anticipated graduation. Thus, if a student anticipates graduating in the Spring semester, the Graduation Online Form MUST be completed through MYMOCS NET under the academics tab during the preceding Fall semester.

Course Waivers

Students with no prior graduate credit CANNOT request course waivers and must complete the 66 semester hours of courses. Students with prior graduate course credit may file requests for course waivers with the program director. Formal decision rules for granting course waivers were adopted by the primary program faculty and apply to all students entering the program. These decision rules are as follows:

- The Program Director may grant a course waiver if the student has taken a course required by the program or judged to be equivalent to a required course within **five** years of entering the program. The Program Director (with consultation from other faculty as needed) can require whatever documentation

is needed to determine whether a course is equivalent to a required course. The student is notified in writing of the coordinator's decision. **The student must initiate the request for any course waivers via contacting his/her course advisor and supplying any required documentation. The student requesting the course waiver MUST keep a copy of all correspondence with the advisor regarding course waiver requests and any subsequent approvals.**

- If a student requests a course waiver for a course taken **more than five years** prior to entering the program, the coordinator first determines if the prior graduate course is the same as or equivalent to a course required by the program. If it is so judged, the Program Director (with consultation from other faculty as needed) can require whatever documentation is needed to determine if the student currently has the knowledge and skills required by the required course. Examples of such documentation include taking course exams, submitting assessment reports, submitting intervention reports, and submitting research reports. The primary program faculty considers the documentation provided and determines whether or not to grant a course waiver. The student is notified in writing of the faculty's decision by the program coordinator.

- If a course waiver is granted, that course is omitted from the UTC courses listed as needing to be completed on the student's application for candidacy for the Ed.S. degree. For example, if a student is granted a waiver for one required course, that student's degree candidacy form lists 63 semester hours of course work instead of the usual 66 semester hours.

- Course waivers cannot be granted for more than 30 semester hours of the 66 required semester hours. **As already noted, course waivers CANNOT be granted for EPSY 6350: Practicum in Assessment, EPSY 6400: Practicum in Intervention, EPSY 6500: Internship in School Psychology I, and EPSY 6550: Internship in School Psychology II**.

Course Grade Requirements

All UTC graduate students are expected to maintain **an overall GPA of at least 3.0 in graduate courses.** Students who fall below an overall graduate GPA of 3.0 are placed on academic probation by the UTC Graduate School and have **two semesters** to raise their graduate GPA to at least 3.0. Students failing to raise their graduate GPA to this level are dismissed from the UTC Graduate School and cannot enroll for courses unless reinstated through a petition approved by the UTC Graduate Council.

School psychology students must earn grades of at least "B" in all courses required by the program and specified on their approved degree candidacy forms. **Failure to make a course grade of at least "B" in a required course results in the student retaking that course until he/she achieves a grade of at least "B."** Since several required courses are offered only once a year and some are prerequisites to other courses, having to retake a course may significantly delay a student's progress toward graduation.

Graduation Requirements

A student must complete the following requirements to receive a graduate degree from UTC:
- Complete all courses listed on his/her degree candidacy form with no grade below "C" (with no grade below "B" for a school psychology student);
- Complete all courses listed on the degree candidacy form within a **six-year period**, unless the student has successfully petitioned the Graduate Council for additional time;

- Complete all other degree requirements specified by his/her particular graduate program.

In addition to general Graduate School degree requirements and course related requirements, the School Psychology program has four additional degree requirements:

1. Student successfully completes a capstone project during his/her internship.

2. Student achieves a passing score on the program's comprehensive exam (Praxis exam).

3. Residency requirement stipulates that all students must complete at least 18 semester hours during one calendar year enrolled in the Program sometime before beginning internship (EPSY 6500: Internship in School Psychology I). The calendar year may begin with any of the three academic terms (the fall semester, the spring semester, or the summer term).

4. Obtain satisfactory ratings from faculty on routine professional fitness evaluations; if concerns have been noted during these reviews, the student must successfully complete all required remedial activities as recommended by faculty as a result of these reviews.

Capstone Project

The capstone project involves the completion of two components that assess both the knowledge and skills they have learned in the program as it relates to the NASP 2020 Domains and their ability to apply this information in the school setting:

1. NASP Domains Portfolio
2. Case Conceptualization Defense

These assignments will be discussed more in Chapter Four: Internship of the handbook.

Comprehensive Exam

The School Psychology program uses the Praxis Specialty Exam in School Psychology as its comprehensive exam. Students must achieve a score of **at least 147** to satisfy the comprehensive examination degree requirement. A score of 147 is the minimum score needed to attain licensure as a school psychologist from the Tennessee Department of Education. **A score of at least 147 is also required in order to apply for the Nationally Certified School Psychologist (NCSP) credential. Detailed information about the NCSP application process can be found at www.nasponline.org**

Residency Requirement

The residency requirement was approved by the UTC Faculty Senate in the spring of 2005. It was amended in the fall of 2006 to state that the residency requirement must be completed prior to beginning internship (EPSY 6500: Internship in School Psychology I). The amended residency requirement applies to all students who entered the program beginning the fall semester of 2007 and thereafter. The residency requirement is intended to promote each student's identification with the program and the profession of school psychology. Any exceptions to the enrollment requirement must be approved in writing by the primary program faculty.

Professional Fitness Review Procedures

Professional fitness reviews occur during the Fall and Spring semesters for each student who is enrolled in the School Psychology Program. Professional Fitness reviews are confidential discussions amongst school psychology program faculty regarding each student's ongoing performance. These reviews are considered a part

of formative assessment such that feedback from reviews must be incorporated into student behavior and skills in subsequent reviews.

> • During these discussions, faculty utilize the Professional Fitness Student Evaluation Summary Form included in this Handbook. Five areas related to effective practice of the professional school psychologist are reviewed: Academic Progress and Courses/Grades; Legal and Ethical Behavior; Judgment and Decision-making; Commitment to Profession and Professional growth; and Interpersonal Relations. An "Other" category is also included to provide descriptions of any behaviors of concern that require elaboration. (See Appendix for more info).

The Professional Fitness Student Evaluation Summary Form (See appendix) includes behaviors illustrative of and relevant to each category noted above. The list of behaviors is not all inclusive; faculty may identify concerns in addition to those specific behaviors listed. Professional Fitness Evaluations are generally based on faculty observations of student classroom behaviors and interactions, review of work samples, report by field-based supervisors and/or school staff working with the student during field activities, and/or informal observations of students during interactions with faculty. Reviews of professional fitness of each student in the program takes place each Fall and Spring semester. Any and all concerns that faculty member(s) might have about a particular student are summarized in writing and feedback is provided to the student in writing.

A professional fitness review is to discuss concerns noted by faculty as well as report to the student these concerns that may potentially impact effective functioning as a school psychologist. The review is internal and completed Professional Fitness Student Evaluation Summaries (see appendix) are maintained in each student's individual program folder. The folder also houses current admissions, advisement, and other programmatic information. The documents within the folder are collected for internal program purposes and are not shared with individuals outside of the program faculty. In compliance with The Family Educational Rights and Privacy Act, the School Psychology Program at the University of Tennessee at Chattanooga provides for the confidentiality of student records by maintaining files in a locked cabinet.

An exception to the sharing of information outside of the program would occur if the program faculty recommended any of the following as indicated on the Review form: recommend dismissal from the program, recommend against degree candidacy, recommend against enrollment in internship, and/or recommend against graduation/state licensure. In any of these circumstances, the Graduate School may require that relevant documentation be provided to support the faculty recommendation in the event that the student wishes to appeal a faculty recommendation. These conditions would be interpretable under UTC Graduate school policies. UTC Graduate School policies and procedures related to program dismissal can be found in the Graduate School Catalog under Academic Policies for Graduate Students. For your convenience, that information can be found here.

Graduation Checklist (If entering with a bachelor's degree):

o Remember that you should begin taking courses in the fall semester and take at least nine semester hours during each fall and spring semester and additional courses during your first two summer terms in order to complete degree requirements in three years. Beginning courses during the spring semester and/or taking fewer courses during the fall and spring semesters and summer terms means that you will need more than three years to complete degree requirements.

o   Take three assessment sequence courses within your first 30 semester hours.

o   Take one intervention sequence course within your first 30 semester hours. This course is EPSY 5040: Classroom Management of Social-Emotional-Behavioral Needs .

o   Take one foundation course within your first 30 semester hours. This course is EPSY 6140: Historical, Legal, and Ethical Foundations of School Psychology.

o   Complete all undergraduate prerequisite courses before you are required to file for degree candidacy. These courses are specified in your letter admitting you to the program as a degree student.

o   Make grades of at least "B" in all required courses.

o   Remember that you cannot advance to candidacy for the Ed.S. degree or take EPSY 6500: Internship in School Psychology I without the endorsement of the program's primary faculty. Understand that this endorsement represents judgments about both your academic progress and your professional fitness for the field. See page 43 of this handbook to review a copy the Student Evaluation Summary (completed on each student by each primary program faculty member at the end of each term and reviewed according to the Program Activities and Student/Program Evaluation Calendar). See page 59 of this handbook to review a copy of the Program Activities and Student/Program Evaluation Calendar.

o   Understand that EPSY 6350: Practicum in Assessment, and EPSY 6400: Practicum in Intervention, are prerequisite courses for EPSY 6500: Internship in School Psychology I and are used to assess your readiness to be a successful intern.

o   Remember that you will have to complete a residency requirement prior to beginning internship. This requirement involves completing at least 18 semester hours within a one calendar year period. This requirement must be completed prior to beginning internship (EPSY 6500: Internship in School Psychology I).

o   Remember that you will have to complete all internship requirements (including completing a capstone project and passing the comprehensive exam) to graduate. See Chapter Four of this handbook for detailed information on internship requirements.

o

Graduation Checklist (If entering the program with a graduate degree):

o   Complete all undergraduate prerequisite courses before you are required to file for degree candidacy. These courses are specified in your letter admitting you to the program as a degree student.

o   Make grades of at least "B" in all required courses.

o   Remember that you cannot advance to candidacy for the Ed.S. degree or take EPSY 6500: Internship in School Psychology I without the endorsement of the program's primary faculty. Understand that this

vote represents judgments about both your academic progress and your professional fitness for the field.

- o Understand that EPSY 6350: Practicum in Assessment, and EPSY 6400: Practicum in Intervention, are prerequisite courses for EPSY 6500: Internship in School Psychology I and are used to assess your readiness to be a successful intern. Neither EPSY 6350: Practicum in Assessment nor EPSY 6400: Practicum in Intervention can be waived.

- o Remember that you will have to complete a residency requirement prior to beginning internship. This requirement involves completing at least 18 semester hours within a one calendar year period. This requirement must be completed prior to beginning internship (EPSY 6500: Internship in School Psychology I).

- o Remember that you will have to complete all internship requirements (including completing a capstone project and passing the comprehensive exam) to graduate. See Chapter Four of this handbook for detailed information on internship requirements.

School Psychology Program Policies

Social Media Policy

- o School Psychology students need to know and adhere to the UTC School Psychology Program Professional Fitness Standards when using social media in reference to UTC and their professional practice. Individuals who comport themselves on social media in a manner that does not align with programmatic professional standards will be subject to faculty review as outlined in the UTC School Psychology student handbook.
- o Students should be aware of the effect their actions may have on their images, as well as UTC's School Psychology's program image. The information (including statements, pictures, etc.) that students post or publish may be public information for a long time.
- o Students should be aware that UTC School Psychology program faculty may observe content and information made available by students and alumni through social media. Students should use their best judgment in posting material that is neither inappropriate nor harmful to others
- o Students are not to publish, post, or release any information that is considered confidential FERPA/HIPPA protected, or not public. If there are questions about what is considered confidential, students should check with the School Psychology program faculty and/or site supervisor.

Confidentiality Policy

In addition to the above professional characteristics, all students in the School Psychology Program are required to adhere to principles of confidentiality as related to all program-related activities. Given the sensitive nature of required course activities that involve use of volunteer participants as well as participation with formal assessments and interventions in the school setting, each student must complete the Confidentiality agreement form each year that s/he is in the Program. The signed Confidentiality Agreement Forms are maintained by School Psychology faculty. The purpose of the Form is to ensure that students are aware of their responsibilities for adhering to ethical requirements when involved in Program related activities. This includes not only case

related information but also applies to use of social media; posting any information about schools, families, clients, program matters, and/or peers in the UTC School Psychology Program is expressly forbidden. Failure to adhere to confidentiality requirements represents grounds for dismissal from the Program and will be addressed during a Professional Fitness Review discussion conducted by Program faculty.

University of Tennessee at Chattanooga School Psychology Program Confidentiality and Information Access Agreement

The UTC School Psychology Program Faculty are dedicated to safeguarding and maintaining the confidentiality of information related to our students and the "clients" of our students (NOTE: Clients are defined as anyone you see related to course requirements, practicum, research participants, internship, the graduate assistantship, and course requirements.) as well as Program Faculty, staff, and organizational information. "Confidential Information" includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

1. Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name.

2. Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.

3. Family information of school-aged children, clients, and/or research participants, such as income, marriage history, and family member's information.

4. School psychology student, clients, and staff disciplinary or employment records or related information;
5. Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods.

6. School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and

7. Social Security Numbers, phone numbers, or similar identification codes or numbers (The later may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client's file; however, disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited.

Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the school psychology program:

1. Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.

2. Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school

psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.

3. Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected "screen savers", approved anti-virus and anti-spyware software, and other measures. I will refrain from using unapproved "adware", "shareware", "freeware", or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.

4. I agree to encrypt or otherwise password protect all confidential information on my computer and flash drives.

5. I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of the University without the consent of the associated individual.

6. I agree not to discuss any information related to clients, other students, faculty, or staff with unauthorized individuals while I am a student in the UTC School Psychology Program and after I am no longer a student at UTC.

7. I agree to not discuss or share in any form (written or verbal) my graduate assistantship activities with other students, faculty, or staff members unless I have permission from my graduate assistantship faculty supervisor.

8. I agree that information that is shared with me by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the School Psychology Program at UTC.

9. I understand that videotaping and/or photographing any minors in a school setting without written consent of the parent/legal guardian is not allowable, and I will not do so without securing the appropriate permission to do so.

10. I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange inappropriate information or share information related to clients, other students in the school psychology programs, faculty, staff, and field-based supervisors or other personnel.

11. Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may include termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.

12. I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am not a student.

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions.

_____   Student's Signature Date

_____   Student's Printed Name

_____   **Witness's Signature Date

CHAPTER THREE: PRACTICUM

Introduction

This section of the handbook provides detailed information on the program's practicum courses (EPSY 6350: Practicum in Assessment and EPSY 6400: Practicum in Intervention). These courses require extensive out-of-class work with children/adolescents in schools and other settings. However, it should be understood that prerequisite courses to these practicum courses require out-of-class applied work as well. Specifically, two of the required courses in the assessment sequence (EPSY 5360: Affective and Behavioral Assessment Techniques and EPSY 6300: Individual Ability Testing) involve out-of-class applied work with self-selected volunteer subjects. Students in these courses practice the use of a variety of assessment instruments and techniques with these volunteers. These assessments are graded by the course instructors in terms of accuracy in administration and scoring and whether written interpretations of assessment results are data-based. Two of the required courses in the intervention sequence (EPSY 5045: Classroom Management of Social-Emotional-Behavioral Needs and EPSY 6250: Consultation Methods) involve applied work in school settings. Both courses require that students collaboratively develop and assist in implementing interventions targeting preK-12 students' academic and/or behavioral difficulties.

Formal Practicum Courses

The final courses in the assessment and intervention sequences are formal practicum courses (EPSY 6350: Practicum in Assessment and EPSY 6400: Practicum in Intervention). Both courses focus on the development of specific knowledge and skills in various domains associated with basis professional competencies as identified by NASP. This knowledge and skills, as well as others developed during the program, will be needed for successful performance during internship. It is during the internship courses (EPSY 6500: Internship in School Psychology I and EPSY 6550: Internship in School Psychology II) that students integrate and apply the full range of school psychology competencies and NASP Standards. Detailed information on these courses can be found in Chapter four of this handbook.

The two practicum courses (EPSY 6350, Practicum in Assessment, and EPSY 6400, Practicum in Intervention) share several common features. In addition to in-class meetings and online activities/content provided via modules on UTC Learn, each course requires:

- A practicum placement for each student that is individualized in terms of setting and on- site supervisor.
- A minimum of **100 hours** spent in an appropriate field setting documented by a time/activity log signed by the student and his/her on-site supervisor.
- On-site supervision provided by an appropriately credentialed and experienced school psychologist.
- A formal memorandum of understanding specifying conditions of the practicum placement signed by the course instructor, the on-site supervisor, and the student.
- Registration form sent to TN Department of Education (for placements in TN).
- Written parental consent for the practicum student's activities, as appropriate and coordinated by the on-site supervisor.

- Proof that the student has obtained professional liability insurance and has had a background check before beginning practicum activities and has passed a background check.
- Supervision of practicum activities by both the course instructor and the on-site supervisor.
- A minimum of at least an End-of-semester, formal rating of the practicum student's performance completed by the on-site supervisor and also student self-assessments that are included in class related activities. The specific rating form utilized by the on-site supervisor incorporates items relevant to each of NASP's *Standards and relevant domains of Professional Practice.*
- Explicit rubrics used by the course instructors to evaluate the quality of the student's assigned work in the field setting. Assessment via these rubrics provides a performance-based assessment measure related to basic skills and competencies.

In addition, it should be understood that performance in the practicum courses is used to judge each student's readiness to begin the first semester of internship (EPSY 6500: Internship in School Psychology I) and minimum criteria for supervisor ratings must be met (outlined in course syllabus). School psychology students must receive a formal endorsement from the primary program faculty before enrolling in EPSY 6500: Internship I.

EPSY 6350 - Practicum in Assessment

Detailed information on course procedures, requirements, and scheduled activities can be found in the course syllabus and documents posted during the semester to UTC Learn. (UTC Learn is UTC's online course delivery system used by many instructors to organize course materials, lectures, assignments, discussions, etc. The system is secure and is available both on- and off- campus.) The focus of the course is on designing and implementing assessments relevant to making data-based decisions on special education eligibility and planning interventions for students experiencing academic and/or behavioral difficulties.

Assignments completed during this course include:

- One in class exam: requires responses to selected-response (mc, T/F, matching), short-answer, and essay questions and provide reactions to case reports constructed by the instructor. Selected response, short-answer, and essay questions assess students' knowledge of relevant topics. The reactions to case reports assess students' abilities to use sound professional judgment to determine whether the reports' findings and intervention recommendations represent reasonable, data-based conclusions which have research support. Some case reports are constructed to contain reasonable conclusions and intervention recommendations. Other case reports are constructed to contain errors in data interpretation and/or intervention recommendations which lack research support or are inappropriate in other ways. Students are required to evaluate the quality of these case reports and to identify and explain any errors in data interpretation and/or any inappropriate intervention recommendations.

- A minimum of 2 comprehensive assessments: These assessment cases must focus on determining a student's eligibility for special education. **If possible, at least one assessment should involve a child who is a member of a cultural and/or linguistic minority.** Each assessment report is submitted to both the course instructor and the on-site supervisor. The course instructor grades the assessment report, using a rubric that has been introduced and discussed in class. The on-site supervisor and practicum student sign the assessment report after the supervisor ensures that its contents are accurate, conform to legal and ethical requirements, and comply with system expectations.

Each student in EPSY 6350: Practicum in Assessment must meet with the course instructor through a case conference for each of the two comprehensive assessments. Cases are thoroughly reviewed individually with students in order to ensure adequate completion of required components.

- A minimum of 3 additional practicum assignments: additional assignments focus on assessment for intervention planning and involve the application of relevant procedures (functional behavioral assessments, problem-solving interviews, student observations, curriculum-based assessment, etc.).

- One in class presentation

EPSY 6400 - Practicum in Intervention

Detailed information on course procedures, requirements, and scheduled activities can be found in the course syllabus and documents posted to UTC Learn during the semester. The focus of the course is on designing and utilizing assessment information relevant to making data-based decisions regarding interventions for students experiencing academic and/or behavioral challenges. EPSY 6400: Practicum in Intervention, shares features similar to EPSY 6350: Practicum in Assessment as previously summarized. Forms that the two courses share that were included under the description of EPSY 6350: Practicum in Assessment are: *Memorandum of Agreement, Practicum Log, Self-Evaluation and Field-based Supervisor.*

Practicum in Intervention activities emphasize application of data-based problem-solving procedures. The course is built around these problem-solving concepts. While course content provides a thorough examination of the problem-solving steps, the practicum placement in a preK-12 school requires the student to apply these concepts to develop consultation/intervention plans to address learning, behavioral, and mental health needs. In addition to extensive reading assignments about data-based problem-solving procedures that include topics such as functional and environmental assessment, criteria of evidence-based strategies, implementation and monitoring of interventions, and fidelity of intervention implementation, students attend face to face classes during which these topics are discussed. Related cases are routinely discussed by the instructor during class as a vehicle for students to apply these concepts. Also, students are expected to present cases from their practicum placements that reflect the progression of problem-solving steps.

To facilitate study of additional intervention-related topics, each practicum student must complete an extensive review and written summary of literature specific to one topic. Example topics include best practices in facilitating early literacy, social skills training, crisis intervention, and facilitating intervention fidelity. After completion of the literature review, each student summarizes major findings in both a formal paper submitted to the instructor as well as a hand- out (including references and resources) that is provided to other members of the class. Each student must also provide a verbal presentation to the class covering major findings and resources.

Another requirement for Practicum in Intervention involves activities completed in the field- based setting. In his/her practicum placement each student must apply data-based problem- solving strategies to a minimum of two intervention cases. At least one case must focus on an academic need of a student in the practicum placement; at least one other case must focus on a behavioral challenge. To the extent possible,

intervention cases should involve students and families with ethnic, familial, language, or other diversities. Also, the practicum student is encouraged to participate in as many different intervention related activities as possible in the placement setting. When meeting with the field-based supervisor and practicum student, the course instructor discusses this requirement and available opportunities in the setting are identified.

Each intervention report is submitted to the course instructor after review of information with the on-site supervisor. The course instructor grades the intervention report using a rubric that has been introduced and discussed in class. Other intervention-related activities are documented via the Practicum Log; these activities may include assisting with/conducting functional assessments, attending student support team meetings, attending parent conferences, and attending meetings to monitor progress from interventions that have been implemented. The field-based supervisor and the practicum student may also identify other intervention-related opportunities throughout the course of the semester.

*The Supervisor evaluation form that is utilized with Practicum students can be found in the appendix. This survey evaluation is completed online by Supervisors and by the Practicum student for the self-evaluation, and then sent directly to the University supervisor. After review of both supervisor and student self-evaluations, copies are provided to the student to use for joint review with his/her supervisor to complete a comparisons analysis. *

Each student in EPSY 6400: Practicum in Intervention must present information from his/her cases to the class. These presentations give students practice in presenting findings and recommendations orally (as they will later do as interns and practicing school psychologists). The presentations also give class members exposure to numerous cases to analyze and discuss and, in the process, engage in the processes involved in data-based decision making.

The following rubric is used in EPSY 6400, Practicum in Intervention, and the development of basic knowledge and skills is evaluated via results from this performance-based assessment:

Practicum in Intervention
Intervention Guidelines

Requirements for the **two** intervention cases to be completed during Practicum in Intervention is as follows:

The intervention projects consist of a summary report, references, and data relevant to the intervention(s) implemented. These cases must be in addition to any class related activities, and if you currently work at a school, they also must focus on an activity that is different than what you would typically do in your current setting. That is, if you are working as a classroom teacher, the two cases must include supervision from the site school psychologist regarding a student concern. While the student might be in your classroom, you need to go beyond what has already been done for the student.

Two intervention projects must be completed—one primarily targeting a behavioral need and the other primarily targeting an academic need. Requirements for the project as well as for the summary report are as follows; in addition to rubric requirements for Background Information, the NASP Report on Case Study Evaluation will be used to judge your summary report. This rubric describes effective methods for implementing each stage of the problem-solving process.

The following components **must** be included in the summary report:

1. Title of project (Academic or Behavioral)/your name/general description of setting
2. Student Information. This should be listed as a heading in the report including the student's name **(please use abbreviations or some other way to maintain confidentiality)**, date of birth, grade, educational setting (i.e., type of classroom, etc.), intervention dates.
3. Background Information. Include a summary of the duration of the learning or behavioral challenge, features associated with the challenge, when demonstrated, etc. Also include who described this challenge to you, i.e., is the description based on teacher report? Include relevant educational information such as current performance, grades, previous assessment results, etc. Clearly describe diversity issues that may impact the development of an intervention plan for the student. For example, varying learning needs, cultural characteristics, classroom features, family values, etc. must be described.
4. Detailed description of context (setting where concern is reported). Include description of classroom type (for example, general education, 5th grade or 2nd grade inclusion classroom), teacher(s) style or instruction/interaction, details regarding specific time/activity in which targeted behavior occurs, other details regarding environment. Use ACES/AIMS or other measure to provide information to supplement your observations.
5. Assessment. Include information specific to the assessment of the learning or behavioral challenge. This might be in the form of standardized testing, grades, work samples, summary of observations, etc. Include direct assessment data as well in the form of a functional behavior assessment or curriculum-based assessment. The latter type of data will provide the most useful information for designing interventions. In addition, all intervention plans must include "assessment" of the student concern AND of the environment. "Behaviors" occur as a function of both.
6. Operational Definition. Provide a definition of the behavior or learning challenge of concern. This definition should be specific, should be measurable, and should be observable. Include any environmental factors that appear to contribute or influence these concerns.
7. Problem Analysis. Using information obtained from the assessment, including observations, interview, and performance data, provide a hypothesis regarding the possible function of the "behavior."
8. Intervention Strategies. For each intervention objective, a specific instructional strategy or technique should be identified. Include a description of who, how, when, the strategy will be implemented. Intervention strategies should have at least two references supporting their use for the specific problem of concern. Include evidence that you worked in collaboration with parents, teachers, and/or other school staff in identifying goals/objectives. Treatment acceptability and strategies for ensuring treatment integrity must also be included.
9. Intervention Results. Each intervention strategy and plan should have at least one review date at least one week after initiation of the intervention. Additional follow-ups should be built into the intervention plan. Results should be summarized in a format that is quantifiable. Use of charts or percentages are a couple of examples of formats appropriate for use. A narrative description of results should also be included. If the intervention did not result in any changes, offer possible explanations why. Discuss both successful and unsuccessful features of the intervention.
10. *Summary of changes in intervention plan*. This section should include a discussion of anything that emerged that resulted in a change in strategy than had initially been identified. For example, one strategy might have been use of interval reinforcement; however, the teacher may not have been consistent in following this plan, so you changed the plan. Include a discussion of why the plan was changed along with how. Also, discuss a rationale for either: a) changing the intervention plan or b) leaving the intervention plan as is. This section MUST include strategies for generalization of outcomes to other settings/situation/times.
11. *Impressions*. Include a discussion of interpersonal issues that may have arisen that you feel may have

influenced the intervention. Also, include issues that may be related to other factors that influenced intervention effectiveness. Addressing factors related to effectiveness (i.e., establishing rapport, developing intervention goals collaboratively, including as many "consultees" as possible when designing the intervention plan and evaluating effectiveness) as discussed in class will be helpful in completing this component. This section should specifically include issues related to consultation and collaboration that you noted in the design and implementation of the intervention project. Specifically, you should address ways in which the collaborative process might have been enhanced by you as well as your own perceptions regarding strengths/weaknesses in designing and implementing the intervention plan.

CHAPTER FOUR: INTERNSHIP

Introduction

The internship in School Psychology represents an experience students begin after approval from school psychology faculty, completion of required courses, and completion of required prerequisites. The experience provides the student with opportunities to demonstrate the full range of school psychology skills and competencies in an applied setting. The required activities are intended to provide experiences reflective of the full range of school psychological services. In addition to the ***foundations of practice (equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional practice)***, the internship experience includes requirements that address ***practices that permeate all aspects of service delivery (data-based decision making and consultation and collaboration)*** as well as ***direct and indirect services for children, families, and schools (academic interventions and instructional support mental and behavioral health services and interventions, school-wide practices to promote learning, services to promote safe and supportive schools, and family, school, and community collaboration***) represented in the NASP Model:

In the internship setting, the Intern must have:

- opportunities for experiences with a variety of types of students,
- an average of two hours per week face-to-face supervision by a fully credentialed psychologist for full-time interns,
- an average of one hour per week face-to-face supervision for half-time interns, and
- opportunities for demonstration of required skills as reflected by an Intern's Internship Training Plan, the plan that outlines specific activities required for completion in the identified setting.

In addition to demonstration of skills, the internship experience requires:

- Participation in online communication via UTC Learn.
- Compilation of an Internship Portfolio.
- Satisfactory ratings by field supervisors.
- Successful completion of a Capstone Project.
- Passing the School Psychology Praxis exam.

Descriptions of these as well as other internship requirements are provided on the following pages. Detailed explanations of all required components are also provided to each intern via the course syllabi for EPSY 6500, Internship I, and EPSY 6550, Internship II.

Determination of the Internship Placement
After completion of the required courses and practica experiences, the School Psychology faculty review each candidate for internship to determine readiness for beginning based on completion of program criteria as well as based on the candidate receiving professional fitness reviews with satisfactory progress indicated; satisfactory ratings for at least one semester prior to internship must be obtained prior to the candidate being approved to begin internship. After receiving faculty approval to begin internship, formal placement in the internship setting can proceed.

Internship placements are based on:
- input from the Intern
- availability of appropriately credentialed supervisor(s) in the desired setting
- availability of a diversity of training experiences
- approval from the agency, itself.

Obtaining agency approval is typically initiated by the internship coordinator; no later than Practicum in Intervention, school psychology students should begin discussing possible options with the coordinator and developing a plan for contacting potential agencies.

Once an appropriate setting has been identified, the Intern begins the internship experience *after* completion of the Memorandum of Understanding with the supervisor/agency representative. The Memorandum of Understanding is an agreement between the University, the Internship placement agency, and the Intern that includes the length of the internship, details regarding a stipend, if available, identification of the specific individual(s) who will supervise the Intern, and signatures of appropriate parties. The signed Memorandum is placed in the Intern's Canvas Portfolio

Internship Goals and Competencies

(Information that follows is excerpted from the Course Syllabus).
Goals of the internship include:
- facilitating reflective discussion of internship experiences among Interns and Instructor;
- increasing knowledge of topics in school psychology through interactive forums such as class discussions and/or online experiences;
- providing university supervision of internship activities through class and online discussions, office or telephone conferences with instructor, instructor visits to internship settings as appropriate, and faculty review of the Canvas Portfolio, the forum used by the intern to provide documentation of comprehensive activities completed during the internship experience;
- completing activities in the internship placement which support specific skills and objectives of the internship course; and
- monitoring progress toward skill/program objective activities through successful completion of 1200 hours of internship *AND* completion of required activities at established criteria. The University supervisor will provide ongoing feedback regarding this progress.

Specific objectives for the Intern focus on completion of a variety of diverse experiences during the internship experience at a minimum level of competency. A brief overview of objectives is summarized below; more detailed information about each objective is provided later in this syllabus.

The Intern will:
1. Develop a Personal Essay/Mission Statement that includes a description of professional priorities, personal theoretical orientation, purposes related to
2. Choice of school psychology as a profession, and perceived strengths/needs;
3. Create a Resume of educational and professional work experiences;
4. Take and pass the Praxis II in School Psychology; a minimally acceptable score is 147;

Updated Summer 2023

NOTE: THIS IS THE NEWLY REVISED SCORE REQUIRED FOR NCSP LICENSURE.

5. Maintain daily logs of activities and hours completed at the internship placement.
6. Maintain supervision logs with date and topics of discussion with site supervisor(s).
7. Complete self-evaluations of skills and review with internship supervisor.
8. Complete data-based problem-solving activities such as screenings, eligibility assessments, functional behavior assessments, and informal assessments to assist in educational planning for a variety of students.
9. Complete collaborative consultations with school staff, teachers and/or parents regarding academic and behavioral concerns classroom management issues, and/or system operations.
10. Complete informative conferences with parents/educators regarding results from problem solving assessments.
11. Develop and implement instructional interventions for students based on problem-solving assessments directly and/or in consultation with a teacher/parent/other educator.
12. Develop and implement social-emotional interventions for students based on problem solving assessments through direct counseling and/or consultation with a teacher/parent/other educator.
13. Complete internship requirements with students and schools with diverse characteristics that may include learning, behavioral, cultural, geographical, and/or other differences.
14. Work within school settings (a minimum of 600 hours) or other settings providing services to children and youth to develop an understanding of system structures (such as general education, special education, and related services), how such structures interact, policies and procedures utilized within various divisions, and participate in activities related to such structures and policies.
15. Develop and implement prevention and intervention services designed to promote the safety and mental health needs of students.
16. Develop and present an in-service training for school staff on one topic related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. Work with a variety of families in collaboration with educators to assist in supporting the comprehensive needs of students.
17. Reflectively complete internship requirements and participate in training within the internship setting or offered through professional organizations to facilitate ongoing professional development.
18. Accurately use technology associated with functioning in the internship setting such as the use of system data bases, scoring software, electronic tracking systems, statistical evaluation systems, or other technological resources within the internship setting.

These objectives are intended to provide the Intern with activities and experiences and to assess competency related to the NASP 2020 Domains of Practice.

Course Requirements

1. **Class Attendance** This class is a "hybrid" class that includes individual class meetings as well as online activities and Discussions. All Interns must participate by posting responses to class discussions as directed. Interns whose placements are beyond a 60-mile radius of campus MUST make arrangements to attend via teleconferencing. Regular attendance at class meetings, class discussions, and University-based supervision conferences is EXPECTED AND REQUIRED.

Failure to attend required meetings/discussions WILL result in a delay in receiving feedback regarding internship progress and evaluation of required documents, which may, eventually, impact an Intern's planned graduation date.

2. **Individual and Group Supervision with University Supervisor and Collaborative Conferences with Field-based Supervisor**—as described above. NOTE: the Intern is required to schedule a monthly meeting with the University supervisor. Failure to regularly schedule and keep these appointments on a regular basis will result in an "I" being assigned as a final grade.

3. **Field Placement**

Each Intern is required to complete 1200 hours of internship, at least half of which must be in a school setting (pre-kindergarten through 12th grade). A maximum of 600 hours from a non-school setting such as a mental health center is allowed. Internship hours are normally completed across two semesters (six semester hours each semester).

Completion of internship on a part-time basis is also allowable; a typical part-time arrangement would include at least 20 hours per week in an appropriate setting, completion of the internship across 4 semesters, and registration for 3 semester hours credit per semester. Throughout the internship, the Intern must have an appropriately credentialed supervisor as defined in the next section of this syllabus.

Remember that the Internship experience has a two-fold purpose:

- to gain a minimum of 1200 hours of applied experience under the supervision of an appropriately credentialed professional and
- to attain necessary skills at a minimum level of "beginning independence" as a school psychologist by the time of internship completion.

5. **Field-based Supervision**

- In addition to university level supervision, each Intern must have an appropriately credentialed field-based supervisor. An appropriately credentialed supervisor is defined as a school psychologist licensed to practice by the state Department of Education and/or a psychologist licensed by a state's Board of Examiners in Psychology. The field supervisor must also have a minimum of three years' experience as a psychologist. In school settings, the supervisor is expected to be a licensed school psychologist; in non-school settings, an appropriate supervisor is defined as a psychologist appropriately licensed for that setting.

- As part of the portfolio requirements to be described in a subsequent section, the Intern must obtain and submit a copy of the Field Supervisor's license.

- *A minimum of two hours per week, on average, of face-to-face supervision with the field-based supervisor is required.* Face-to-face supervision may occur individually as well as during completion of assigned activities, i.e., completing a classroom observation alongside the supervisor, observing the supervisor and then discussing the experience, etc. It is expected that this supervision time is in addition to any time spent reviewing reports or other documentation generated by the Intern.

As noted in the NASP (2020) Standards for Graduate Preparation of School Psychologists, the required format for field-based supervision is as follows:

"Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies" (p. 31).

If the Intern has any questions or issues regarding the nature of supervision and/or how it is provided, it is the Intern's responsibility to discuss concerns with the University supervisor **immediately**.

- Written feedback from the field supervisor is required, at a minimum, at mid-semester and at the end of the semester during all semesters of Internship I and II. Thus, a minimum of four supervisor evaluations will be obtained over the course of the internship. This feedback will be utilized, in part, in the determination of the Intern's satisfactory completion of internship requirements.

- Other responsibilities of the Field-based Supervisor in the Internship setting include the following:

    1 Assist the intern in identifying appropriate activities for completion within the field setting as related to internship objectives;
    2 Provide ongoing orientation to the Intern of the system procedures and policies;
    3 Mentor the Intern in developing professional skills expected for independent functioning as a school psychologist;
    4 Identify areas in need of improvement and/or experiences for the Intern in order to facilitate the Intern's development of comprehensive skills;
    5 Observe the Intern in a variety of situations (e.g., individual assessment activities, informing conferences with parents, consultation interviews with teachers/educators, etc.) to assure accuracy in skill application and to provide feedback for continued skill development.

The National Association of School Psychologists position statement regarding supervision can be found at:

https://www.nasponline.org/research-and-policy/policy-priorities/position-statements

Field-based Supervisor Evaluations

- Over the term of the internship experience, each Intern must be evaluated by their field supervisor a minimum of four times.
- Two evaluations (mid-semester and end semester) are required during EPSY 6500, Internship I, and two evaluations (mid-semester and end semester) are required during EPSY 6550, Internship.
- Ratings requirements are as follows:
    o "at expected level" (i.e., a rating of 2), at a minimum, on all items within all Standards on the evaluation form (see appendix) for the mid-semester and end semester ratings for EPSY 6500, Internship I.
    o ratings of at least 2 are also required on ALL items on the mid-semester evaluation for EPSY 6550, Internship II.
    o **It is imperative that the Intern is thoroughly familiar with activities listed on the**

supervisor evaluation in order to assist in requesting participation in all activities included on the evaluation form. While ratings on N/A are on the first semester rating scale, ALL items must receive a rating other than N/A on the final internship rating.

o   For the final evaluation (end semester) for EPSY 6550, Internship II, supervisor ratings of at least 3 ("initial independence") on all items is one requirement for receiving a satisfactory grade for the Course.

o

NOTE: If a rating on any evaluation does not meet these criteria, a Remediation Plan must be developed by the Intern, Field-based Supervisor, and University Supervisor. The Remediation Plan includes specific objectives to be accomplished by the Intern as well as timelines and methods for evaluation of progress toward these objectives. Hours accumulated during the implementation of a Remediation Plan do not count toward the 1200 required but must be completed in addition to these hours.

7. Praxis Exam

- Passing the Praxis School Psychology exam is required for successful completion of internship. This is not only a Tennessee Department of Education licensure requirement but also a program requirement. Therefore, to successfully graduate, the student must pass the Praxis at the required cut-off score (147) or above.

- Interns are encouraged to take the Praxis exam prior to the end of the first semester of internship in the event that the exam has to be retaken by the student to achieve a passing score. Additional information about the Praxis exam can be obtained at the following website: www.ets.org/praxis

- Also, as described by www.nasponline.org, in outlining requirements for the NCSP:

  "Applicants must achieve a passing score (147) on the National School Psychology Examination #5402 administered by the Educational Testing Service. Test scores remain valid for ten (10) years after the test. Test scores older than ten (10) years are considered expired and would require the re-taking of the examination."

- As noted, the score required for NCSP certification is 147. This is also the minimum required score for the UTC School Psychology Program (147), the minimum score required for licensure in Tennessee. Additional information about the Praxis can be found at the following links: http://www.ets.org/praxis/prepare/materials/5402 (study materials are also available here).

Additional information about the Praxis may also be obtained from the Certification Officer, at email Michael-Crosa@utc.edu (Please include your program, licensure status, and UTC ID in all correspondence)
For licensure preparation, EPSY 6550 (Internship II) Interns are referred to the next section.

8. State Licensure Procedures and Becoming Licensed

- During Internship II (Epsy 6550), each Intern must follow the steps listed below for achieving licensure as a School Psychologist from the Tennessee Department of Education. It is suggested that all Interns

become licensed in Tennessee, even if they plan to practice in a different state. Note that each state has its own individual licensure requirements; refer to the following website for details regarding individual state licensure requirements: http://www.nasponline.org/certification/state_info_list.aspx

- Steps to follow in preparation for state licensure:
  - ➢ When applying to take the Praxis, School Psychology Specialty Exam, make sure that you request that scores be sent to UTC. To ensure that scores are recorded accurately, please include your Social Security Number with your request. The application form is available at www.ets.org.
  - ➢ Request that all transcripts (undergraduate and graduate) from all institutions, including UTC, be sent to the School of Education Certification Officer
  - ➢ If seeking licensure in Tennessee, go to the Tennessee Department of Education website at:

    https://www.tn.gov/education/educators/licensing.html

  - ➢ To initiate the licensure process, the Intern MUST contact the Certification Officer Michael Crosa at email Michael-Crosa@utc.edu

9. National Certification Procedures and obtaining the NCSP

Interns are encouraged to seek national certification (Nationally Certified School Psychologist) available through the National Association of School Psychologists. The NCSP Credential reflects that the individual school psychologist has met a nationally recognized standard. In addition to specific course and internship requirements that are built into the UTC Program, the Intern must achieve a passing score on the Praxis II of 147 or above.

Procedures for applying for the NCSP

- Detailed information about the NCSP, the required applications, and the application process is available in the document, "Applying for the NCSP: Tips for Graduate Students" available at:
https://www.nasponline.org/standards-and-certification/national-certification
- The information that follows is taken from the document and details steps for applying for NCSP:
- "The application process is streamlined for graduates of NASP-approved training programs, since these programs are structured to meet coursework and training standards required by the certification board.

- Confirm that NASP has received your Praxis scores by calling the NASP Certification Department and providing them with the date you took the exam (mo/date/year) and name under which the test was taken.

- Print out and complete the application pages that are listed as necessary for all applicants.

- Obtain signatures from intern supervisors and faculty supervisors immediately upon completion of internship. These can be very difficult to collect later on and can be collected even if an applicant is not ready to send in a completed application.

- After graduation, obtain an official sealed copy of your graduate transcript, making sure it includes your internship and graduation date. Sealed transcripts also may be sent directly to the NASP office from your university.

- Send the complete application package, including transcript and application fee, to the NASP office. The address is listed in the application.

10. Capstone Project

- Each Intern is required to complete a Capstone Project as part of internship requirements. The capstone project involves the completion of two components that assess both the knowledge and

skills students have learned in the program as it relates to the NASP 2020 Domains and their ability to apply this information in the school setting:

- **NASP Domains Portfolio**
  - NASP Standards require that school psychology candidates demonstrate competency in each of the NASP 2020 domains of professional practice:
    - Data-Based Decision Making
    - Consultation and Collaboration
    - Academic Interventions and Instructional Supports
    - Mental and Behavioral Health Sciences and Interventions
    - School-Wide Practices to Promote Learning
    - Services to Promote Safe and Supportive Schools
    - Family, School, and Community Collaboration
    - Equitable Practices for Diverse Student Populations
    - Research and Evidence-Based Practices
    - Legal, Ethical, and Professional Practice
  - Competency requires evidence of both knowledge and skills. The portfolio that you are submitting provides evidence of knowledge and professional competency in each of the 10 domains. The portfolio includes both documentation of formal preparation and work samples/products that demonstrate professional competency in school psychology.
  - Your Portfolio should consist of the following:
    - Cover page
    - Provide the following for each domain:
      - A one-page summary that includes the domain, your knowledge of the domain, and how the work sample(s) you include addresses the domain. Summaries should be double-spaced, 12pt Times New Roman.
      - At least one work sample/product that addresses the domain. The work sample can be from any course you completed within the program. It does not have to be from Internship, but it can be, such as one of your assessment reports you complete at your placement.

- **Case Conceptualization Defense**
  - The Case Conceptualization Defense Assignment will consist of a written and oral presentation to a committee, defending their assessment methodology and outcomes for a child evaluated in a school setting. Students can choose any student that they have assessed during their internship year.
  - **Written Component:** The written component of this assignment will be a redacted copy of a psychoeducational report you completed for determining special education eligibility within your District during internship.
  - **Oral Presentation**: Your oral presentation will consist of an approx. 30-45 minute PowerPoint presentation, followed by questions from the committee. Your presentation should at a minimum address the following components:
    - Reason for Referral: Be sure to include identified concerns and strengths and why the team determined to proceed with conducting an evaluation.

- Background Information: Educational information, developmental history, interventions tried prior to referral, etc.
- Methodology for choosing assessments.
- Assessment Results
- Discuss SPED eligibility categories that were considered for eligibility purposes.
- Discuss recommendations/interventions that were given

11. **Liability Insurance**

- Each student ***must*** have professional liability insurance at the onset of internship, and this insurance must be in effect during the entire internship period. Professional liability insurance can be obtained through the National Association of School Psychologists. Please visit this link to choose between two options and save your receipt.
- Proof of liability insurance must be included in the internship portfolio and must be provided to the university representative prior to beginning the internship.

12. **Fingerprinting Procedure**

- Proof of fingerprinting and liability insurance must be submitted to Shellby Cannon before visiting a school for observation or before beginning a practicum/internship placement. Students may submit their fingerprinting transaction number to Shellby Cannon in Hunter 105A, Shellby-sands@utc.edu, 423-425-5446
- School Psychology students must also provide proof of fingerprinting and liability insurance to their course instructor before visiting a school or before beginning an internship field placement. Note that some school districts also require that the Intern go through their own fingerprinting policies.
- Additional information about fingerprinting procedures is included in the Appendix of the Handbook

Overview of Grading Procedures

For internship grades to be awarded each semester, documentation of all Internship Objectives via required components must be completed. The course grade will be based on level of efficiency in completing skills and objectives as determined by the evaluation rubric and from evaluations from field supervisors. Interns are expected to receive ratings from their field supervisors that indicate that skills are, at a minimum, at the expected level on all aspects of their performance as Interns. As noted earlier, ratings of "initial independence" must be attained on the final field supervisor rating. Both mid-term and final field supervisor ratings are required for EPSY 6500: Internship I, and EPSY 6550: Internship II, as described above.

Components Required for Grading

To receive a grade for Internship I and Internship II, each student must submit the following:

1. Documentation of activities via time logs with required hours of experience and signed by the Intern and field-based supervisor.

2. Supervision documentation signed by the Intern and field-based supervisor and consistent with required amount of supervision;
3. All field-based supervisor evaluations.
4. Completion of Capstone Project

APPENDIX

Student/Faculty Advisor Checklist

The student is responsible for completing the identifying information on the checklist and for updating information throughout the Program. Note that this form is a working document of the purposes of keeping up with Program requirements; thus, it does not have to be submitted but rather maintained by the student. The checklist is to be used as a working document that is maintained by the individual student so that s/he can remain up to date with all required components.

Student Name: _____   Student ID: _____

Faculty Advisor Name: _____   Advisor's email: _____

Semester: _____   Year: _____

Undergraduate Prerequisite Courses Listed on Letter of Admission

Course	Date Completed	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Program courses waived based upon previous graduate courses

None: _____   Not applicable: _____

Course:	Waived by:	Date of waiver
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Prerequisite courses for EPSY 6350 (Practicum in Assessment) and EPSY 6400 (Practicum in Intervention) (*must be accomplished prior to beginning EPSY 6350 or EPSY 6400)

*EPSY 5360 and EPSY 6300 completed with grades or A or B prior to beginning EPSY 6350:

_____Yes   _____No

*EPSY 5160 completed as pre-requisite (with a grade of A or B) or taken (with instructor's permission) as a co- requisite to EPSY 6350:

_____Yes   _____ No

*EPSY 5040 and EPSY 6250 completed with grades of A or B prior to beginning EPSY 6400:

_____Yes_   _____No

Any Concerns About Professional Fitness Reflected in Semester-by-Semester Review by Faculty?

_____   None to date (provide dates of review)

_____   Yes date(s) concern noted

if yes, nature of concern(s), action taken, and result:

Degree Candidacy (* must be accomplished prior to filing for degree candidacy)

*Student has UTC graduate GPA of 3.0 or above

_____ Yes   _____ No

*Student has completed EPSY 5040, EPSY 5160, EPSY 5360, EPSY 6140, & EPSY 6300 with grades of A or B: Yes No

*Student has completed all undergraduate prerequisite courses:

_____ Yes   _____ No

*Student currently has no grades of "incomplete" (I) or "in progress" (IP)

Correct (no grades of I or IP) Incorrect (at least one grade of I or IP)

*Application for degree candidacy endorsed by program faculty?

_____ Yes   _____ No

if no, stated reason, action taken, and result:

Date application for degree candidacy approved by Graduate School:

Candidacy expiration date:

Date(s) revision(s) to candidacy approved by Advisor:

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Date(s) revision(s) to candidacy approved by Graduate School Content of revision(s) to candidacy:

Enrollment for EPSY 6500, Internship I (* must be completed before beginning EPSY 6500)

*Degree candidacy approved by Graduate School:

_____ Yes   _____ No

*Student has met residency requirement (18 semester hours within one calendar year): Yes No

_____ Yes   _____ No

*Enrollment in EPSY 6500 endorsed by program faculty

_____ Yes   _____ No

Date of endorsement If no, stated reason, action taken, and result:

Graduation (*must be completed in order to graduate)

*Completed all courses listed on degree candidacy form with a grade of A or B

_____ Yes   _____ No

*Satisfied all requirements for EPSY 6500 and 6550, including: Satisfactory Portfolio

_____ Yes   _____ No

*Satisfactory field supervisor evaluations

_____ Yes   _____ No

*Passed comprehensive exam: _____ Yes   _____ No

*Successfully defended capstone project before faculty committee: _____ Yes   _____ No

Notes:

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Practicum Memorandum of Agreement

As part of the UTC School Psychology (Ed.S) program requirements, each school psychology student must complete a practicum that provides experience in conducting assessments to determine special education eligibility and to determine students' programming needs. School psychology students are expected to perform assessments and complete assessment reports during this practicum. A minimum of 100 hours of practicum work is required (minimum of 70 must be school based). If your student is also employed at the school in which they are also accruing practicum hours, please see a separate handout for guidance as to how that individual should count certain activities with regards to practicum totals.

The following guidelines are offered regarding the practicum experience:

- Supervision of a minimum of three assessment cases is provided in class by the instructor and on-site by a field supervisor (a credentialed and experienced school psychologist). Field supervisors will check scoring and administration procedures completed by the practicum student to ensure accuracy before using these data for any decision-making purposes. Supervisors will also review/edit reports submitted by students prior to their finalization.

- Field supervisors will complete formal online ratings (provided by UTC) on each practicum student they supervise. These formal ratings will be completed near the end of the semester. Field supervisors will discuss their readings of the individual practicum student with that student prior to the established deadline. Field supervisors will complete evaluations online at a link to be provided by the course instructor/practicum student. Students also complete a self-rating online at the provided link. These rating forms are due by the established deadline. An informal progress check will also be conducted with supervisors at mid-semester to evaluate student progress. These evaluations will be conducted via email. Please include any and all concerns regarding the student, and also discuss these with the student, so that adequate remediation can occur in the remaining weeks/months of the practicum placement.

- Should any problems arise at any time with a practicum student during the course of the practicum experience, the instructor will be available to provide assistance as needed (423-425-4544; Elizabeth-O'Brien@utc.edu). Please contact her as soon as concerns arise so that issues can be addressed immediately with the student.

- Parental/Guardian permission must be obtained before each assessment conducted by a practicum student, using a consent form provided by UTC. Obtaining parental/guardian permission is coordinated through the field supervisor. Original consent forms will be turned into the course instructor and will be maintained in a separate file. Field supervisors also keep a copy of signed consent forms for their records. Students should not keep a copy of the consent form after turning into the course instructor.

- Each school psychology practicum student is required to obtain student liability insurance and that insurance must be in place at the time of the practicum experience. In addition, each student must complete fingerprinting as required by the UTC College of Health, Education, and Professional Studies. The instructor's signature on this form verifies that this student has passed the background requirements established by UTC's School of Education.

- School psychology students will work out a schedule with school personnel in order to accomplish course assignments. A log of practicum hours and activities will be maintained by the school psychology student, reviewed and signed by the field supervisor, and filed with the course instructor at the end of the semester. Again, see separate handout for guidance on hour accumulation for students also employed by the schools.

- School psychology students will also complete 6 specific activities in addition to the 3 required cases. The super visor will confirm completion of these activities and the stud3ent will provide additional documentation as outlined in the course syllabus. These activities include:
  - Student observation of supervisor administering a cognitive measure
  - Supervisor observation of student administering a cognitive measure
  - Student administration of a norm-reference, individually administered achievement measure
  - Student observation of an eligibility determination meeting
  - Student observation of a reevaluation meeting
  - Student observation in a special education classroom

_____

School Psychology Practicum Student Signature   Date

_____

On-site Field Supervisor Signature   School setting   Date

_____

Course Instructor Signature   Date

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Placement Contract
School Psychology Internship
Advanced Educational Practice: School Psychology, Education Specialist

University of Tennessee at Chattanooga, School of Professional Studies

This Memorandum of Agreement is between the University of Tennessee at Chattanooga and

_____ (placement setting) for the internship placement of

_____, UTC School Psychology intern.

The internship placement will specifically be completed in the following schools and/or facilities:

_____

The individual(s) within this setting who will provide supervision will be as follows:

_____

Note: Any changes to this placement setting and/or field-based supervisor(s) noted above MUST be discussed and approved by the University supervisor and Internship setting representatives PRIOR to changes taking place.

This agreement between the University of Tennessee at Chattanooga, the Intern, and

_____ will be effective for the period of _____ semester(s) beginning

_____ and ending _____.

Specific Responsibilities of the University of Tennessee at Chattanooga

- Designated faculty members will inform the agency and internship supervisor regarding objectives and content of the course through the syllabus and other course materials; this includes review and discussion of the Outline of Internship Objectives and Experiences related to NASP Standards attached to this Memorandum.
- Designated faculty members will maintain communication with the field supervisor to insure maximum integration of class and field learning.
- A designated faculty member will visit the agency a minimum of two visits during the internship (a minimum of one visit per semester) to facilitate the communication process. If an in-person visit is not possible, the designated faculty member will communicate with the agency via phone, or other agreed upon means, to describe and explain internship requirements and to monitor Intern progress.
- Designated faculty members will assure that Interns are informed of their academic responsibilities and their ethical responsibilities.
- Designated faculty members will assist in resolving issues that may arise between the placement setting and the Intern as necessary.
- The University-based supervisor is available throughout the duration of the Intern's placement to provide clarification and assistance in discussions related to the Intern's demonstration of required skills.
- The University-based supervisor is responsible for reviewing all documents submitted by the Intern to meet the requirements of the internship experience. All documents submitted to an e-portfolio by the Intern MUST be de-identified to maintain confidentiality of person's involved beyond the Intern and the field-based internship supervisor.

Specific responsibilities of the Internship setting/Field-based Supervisor:

- The Intern will be provided with an initial orientation that will help establish familiarity with the policies and procedures of the agency and thorough understanding of the issue of confidentiality.
- 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 will be provided.
- Designated staff members or contract personnel will act as field-based Intern supervisors.
- The field-based supervisor must be an appropriately credentialed psychologist (i.e., a school psychologist for school settings or an appropriately credentialed psychologist for non-school settings)
- Supervision of the Intern must be provided for *an average of two hours, face-to-face contact per week* (one hour per week for part-time interns). Documentation of supervision will be kept by the Intern and signed by the field supervisor for each meeting. Release time will be provided to the Intern for participation in this required supervision.
- Opportunities will be developed for the Intern to engage in meaningful experiences that foster learning and that are in line with the objectives and experiences required by the school psychology training program; the field-based supervisor will assist in ensuring this occurs by reviewing the Internship Training Plan with the Intern and developing objectives and activities to meet those objectives. (A copy of the Internship Training Plan is included with this Memorandum.)
- Commitment to the internship as a diversified training experience as reflected by provision of opportunities to participate in required experiences and learning objectives.
- Opportunities for participation in continuing professional development activities will be provided.
- The field-based supervisor will notify the designated faculty member as soon as possible of any

problems the Intern is experiencing. If the Intern has absences, which are excessive or not approved by the designated field supervisors or personnel, the designated faculty member will be notified immediately. Likewise, if the Intern demonstrates any continuing skill deficiency or any other behavior, which is cause for concern by the field supervisor, the designated university faculty will be informed of these concerns as soon as possible. The Intern and/or the field supervisor should document these concerns and suggested plans to address these concerns in the supervision log.

- A written evaluation of the Intern will be submitted at the time designated by UTC. The Intern will be responsible for providing the written evaluation form to the field supervisor according to timelines designated by UTC. Information from formative and summative evaluations of the Intern will be provided in writing to the Intern by the field supervisor. This includes an evaluation of strengths and needs provided during supervision sessions and on the evaluation form. The supervisor evaluation form is also included with this memorandum; at assigned times, the Intern will provide the field-based supervisor with a link for completing the evaluation electronically.

- It is the prerogative of the agency providing internship experiences to determine if the Intern is suitable for continuation at any point during the internship. The agency and university internship instructor will review suitability of the Intern no later than the middle of the first semester to determine if the placement continues to be appropriate. If the placement is determined to no longer be appropriate, a representative(s) of the agency, the university internship instructor, and the Intern will meet in person or by phone to discuss any concerns. These concerns will be provided to the Intern in writing.

- It is also the prerogative of the agency providing the internship experiences to determine whether or not a stipend will be provided to the Intern. If such a stipend is to be provided, it is expected that the agency would have a written agreement with the Intern specifying amount as well as applicable dates for the Intern to complete designated responsibilities. This contract will be included in the internship portfolio (attached to this Memorandum) by the Intern.

-

Specific Responsibilities of the Intern

The Intern, _____, will:

- Complete and maintain timely documentation as required by the Internship Course and any documentation required within the internship placement. Time logs, supervision logs, and other recordkeeping documentation as required by the internship must be completed within one week from the date the activity was completed.

- Arrange a time schedule with input from the supervisor. Follow any procedures within the internship placement for communicating this schedule with the supervisor and/or other appropriate facility personnel. Notify appropriate personnel of any schedule changes.

- Communicate with the placement supervisor regarding any questions and/or problems that may arise. The University instructor should be contacted as necessary regarding concerns after first discussing these with the field-based supervisor.

- Maintain professional and ethical behaviors in all interactions with school personnel, students, and other individuals with whom the student interacts. This includes maintenance of confidentiality of information relevant to the internship site.

- Acquisition of student liability insurance to be maintained during the entire internship period. Documentation of liability insurance must be provided to the site supervisor and to the university

Supervisor.
- Obtain a background check via fingerprinting procedure required for participation in educational settings.
- Maintain communication with the field- and university – based supervisors regarding activities and accurately document supervision activities. Information regarding stipend

Information regarding stipend

A stipend or other monetary remuneration will be provided to the Intern by the placement agency: YES / NO

If YES, the specific agreement is as follows (or is explained in the contract that is attached):

_____

_____

The following agree to the above responsibilities:

_____   _____

Field Supervisor/Position/Date   School Psychology Intern/ Date

_____   _____

Other Internship Agency Representative   University Supervisor/ Date

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UTC School of Professional Studies

Criminal History Background Check Students Procedures

Step 1: Schedule a Fingerprinting Appointment

1. Visit the IdentoGO website (www.identogo.com) to register and schedule a fingerprinting appointment.
   - Search for the nearest IdentoGO location and follow the online instructions to schedule a new appointment for digital fingerprinting:
     - Register using your legal name
     - For the *Agency Name*, select **Non-DCS Child Care/Adoption Providers**
     - For the *Applicant Type*, select **Child-Related Worker (Private**)
     - For the *ORI Number*, enter **TNCC33083**
   - Complete the *Applicant Employer Information* as follows: University of Tennessee at Chattanooga, 615 McCallie Avenue, Dept 2242, Chattanooga, TN 37403
2. Complete the online payment process. You are required to pay for your own fingerprinting.

3. On the day of your fingerprinting appointment arrive at the designated time and location with a **valid photo ID**.

4. After you have been fingerprinted you will receive a receipt which includes a 12-digit Transaction Number. **DO NOT lose this transaction number.** This is your proof of fingerprinting. You will need to reference the Transaction Number in order to proceed to Step 2.

Step 2: Digitally Sign and Submit the VECHS Waiver Agreement

Please carefully follow each of the steps below to avoid delaying the process

1. You will need to access to a PC or Mac computer with Adobe Reader installed. If you do not have Adobe Reader installed, you may download a free copy here.

2. Select the following link from a PC or a Mac computer:
   - VECHS waiver agreement here

3. **Download** the VECHS waiver agreement form and save the file to your computer.

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4. Open the VECHS Waiver Agreement form using Adobe Reader

5. Complete all required fields (indicated in red) on the VECHS Waiver Agreement.

    o   Enter legal name

    o   Enter the 12-digit Transaction Number from your fingerprinting receipt.

6. On page 2, click on the digital signature field (indicated with a. red flag/arrow) to apply your digital signature to VECHS Waiver Agreement. If you do not see the red flag/error, please make sure you opened the filed with Adobe Reader. If you need further assistance with the digital signature process, please contact your Program/Field Director.

7. Once your digital signature is in place, save the digitally signed form to your computer. **Please include your last name and UTC ID at the beginning of the file name (Example: Smith ABC123 VECHS Form).**

8. Complete all required form fields and **SAVE**

9. Select the **SUBMIT** button on page two of the form.

10. When prompted "How would you like to send this ?"

    a. Select *Use Webmail*

    b. Select *Add Gmail* from the drop-down menu

    c. Enter your *mocs email address* (ABC123@mocs.utc.edu) and select *OK*

    d. Select *Continue*

    e. [If prompted, select *Allow]*

    f. [If prompted to choose an account, select your mocs mail account]

    g. Login using your UTC ID and password and proceed to step 11 below.

11. ***Important*:** Go to your **Drafts** folder, click on the Draft email (Exampole: Form Returned: Smith ABC123 VECHS Form), and select **Send**.

12. Go to your **Sent** folder to confirm that the completed form has successfully sent. You should also receive a confirmation email from "UTC SharePoint Uploads" within 20 minutes.

13. The Program/Field Director will submit your waiver agreement form to the TBI and will review your background check results in the online database.

    a. If the background check shows no indications, you will be cleared for registration of field placement at the appropriate time.

    b. If the background check results show any indications, you will be required to meet with the Program/Field Director to review and discuss the report. The Program/Field director will contact you via your UTC email to schedule a meeting. Further action may be required depending on the severity of the incident(s) indicated.

Program/Major: **School Psychology**

Name: UTC ID:

Fingerprinting Transaction #:

VECHS WAIVER AGREEMENT AND STATEMENT
Volunteer & Employee Criminal History System

for Criminal History Record Checks

under the National Child Protection Act of 1993, as amended

Pursuant to the National Child Protection Act of 1993, as amended, this form must be completed and signed by every current or prospective employee, volunteer and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize (**enter Name of Qualified Entity)**_____ to submit a set of fingerprints through the TBI vendor and this form to the Tennessee Bureau of Investigation (TBI), for the purpose of accessing and reviewing Tennessee and national criminal history that may pertain to me directly from the FBI, pursuant to 28 CFR, Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me with a copy of the criminal history background report, if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor.

A national criminal history background check <u>on me</u> is being requested by the following:

Name of Qualified Entity: UTC School of Professional Studies
Address: 615 McCallie Avenue, Dept. 2242, Hunter Hall 204
City: Chattanooga   **State:** TN   **Zip:** 37403

I   have OR   have not been convicted of a crime.

If convicted, describe the crime(s) and the particulars of the conviction(s) in the space below:

RDA

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I am a current or prospective (check <u>one</u>):

Employee   Volunteer ☑   Contractor/Vendor

Signature:_____   Date:_____

Printed Name:_____

Address: _____

City: _____   State:_____   Zip:_____

Date of Birth: _____

<div align="right">**SUBMIT**</div>

TO BE COMPLETED BY QUALIFIED ENTITY:

Entity Name: _UTC School of Professional Studies_____

Address: _615 McCallie Avenue, Dept. 2242, Hunter Hall 204_____

City:_Chattanooga_____   State:_TN___   Zip: _37403_____

Telephone:_(423) 425-5446_____   Fax Number: _N/A_____

<div align="center">

ORIGINAL MUST BE RETAINED BY QUALIFIED ENTITY
COPY MUST BE SUBMITTED TO TBI

</div>

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Information Sheet for Licensure Application
Special Groups

Last Name	First Name	Middle Name	Maiden/Other Name

UTC ID	Social Security Number	Date of Birth (MM/DD/YYYY)

TN License Number (if a licensed teacher)	Current Endorsements

Area of Licensure:

____School Psychologist PreK-12 (489)

____School Counselor PreK-12 (487)

____School Social Worker PreK-12 (488)

____Instructional Leadership-Beginning PreK-12 (442)

       ____M.Ed. School Leadership: Principal Leadership

       ____Ed.S School Leadership: Principal Licensure

       ____Certificate in School Leadership: Principal Licensure

____Reading Specialist PreK-12 (486)

All Institutions Attended Other Than UTC: (Please indicate if you completed a degree there)

Institution	Degree or Coursework Only?
-	-
-	-
-	-
-	-

Please initial by each statement:

____ I acknowledge that I entered UTC under a specific catalog year, and that the catalog is my first source of information regarding requirements for my chosen major, up to—**and including**—graduation.

____ I understand that licensure requirements are independent of graduation requirements.

____ I acknowledge that understanding requirements regarding my major and licensure is **MY RESPONSIBILITY.**

____ I will follow the guidelines set forth on the list of TEP Check Points. Confused about status? Contact SOE

____ I realize that failure to provide any necessary documentation may result in a delay in my licensure.

____ I allow the SOE to share my license status with school districts for employment purposes.

____ I allow UTC to access my TVAAS data for programmatic information.

____ I understand that when I am asked to provide all official transcripts, which means transcripts from any college or that I attended during my academic career. Nashville requires all transcripts, even though transfer work appears on my UTC transcript. **This is a State of Tennessee requirement.**

Signature: **Date:**

For Official Use Only:

____All Praxis Scores Received: Initial license_____ Endorsements_____

____Transcripts

____Application Sent:

School Psychology Program

University of Tennessee at Chattanooga

Student Evaluation Summary Form

Student Name:

Faculty participating in review:

Date:

Term:

Professional fitness reviews for each student in the program are completed each Fall and Spring semester for continuously enrolled students and involve confidential discussions between all school psychology program faculty regarding each student's ongoing performance. These reviews are considered a part of performance-based, formative assessment such that nay constructive feedback from reviews must be incorporated into student behavior and skills in subsequent reviews in that identified behaviors are considered by faculty as critical professional work characteristics expected of a school psychologist. For additional information, please refer to the School Psychology Program Handbook.

Ratings: Satisfactory (S); Needs Improvement (I); Unsatisfactory (U); Not able to Rate (NR). An explanation of a rating of "I" or "U" is required.

I. **Academic Progress and Course/Grades: Rating _____**
    Comments

II. **Legal and ethical behavior: Rating _____**
    Comments

III. **Judgement and Decision Making: Rating _____**
    Comments

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IV.   Commitment to profession and professional growth: Rating _____
Comments

V.   Interpersonal relations/ Other professional work characteristics: Rating _____
Comments

VI.   Other personal, work-related characteristics
Comments

Recommendations (may check more than one):

_____ None

_____ Designate faculty member to discuss concern with student _____

_____ Joint conference involving student and primary faculty

_____ Develop student performance improvement plan (developed by faculty in conferencing with the student and attached to review form)

_____ Consider recommending dismissal from the program

_____ Consider recommending against degree candidacy

_____ Consider recommending against enrollment in internship

_____ Consider recommending against graduation/ state licensure

_____ Other (please describe below)

Behaviors listed below for each category are provided for illustration purposes; listings are examples, and they are not intended to be all encompassing definitions of each category.

I.   Academic Progress and Courses/Grades
Consistency on performance on tests, projects, etc.; participates actively, cooperatively, and productively in group projects; demonstrates ability not only to memorize but to apply, analyze, and synthesize, and evaluate; demonstrates understanding of and ability to think from a scientist-

practitioner perspective; shows evidence of retention and application of information and skills acquired in earlier courses in subsequent courses.

II.   Legal and Ethical Behavior

Abides by all behavioral and academic expectations in the UTC Student Handbook and UTC Graduate School catalog including adherence to confidentiality guidelines required by the Program; Demonstrates awareness of and compliance with the requirements of federal laws (such as IDEA, FERPA, etc.), particularly in practicum and internship courses; Demonstrates awareness of and compliance with the NASP Principles for Professional Ethics, particularly in practicum and internship courses.

III.   Judgement and Decision Making

Demonstrates reflective rather than impulsive decision making; Demonstrate ability to use nuanced rather than simplistic thinking; Comes to reasonable conclusions; Shows ability to look at a situation from a variety of perspectives before deciding on a course of action; Understands that behavior is multifaceted; Considers alternative viewpoints from one's own in making decisions.

IV.   Commitment to Profession and Professional Growth

Membership in professional organizations; Participation in training opportunities provided by professional organizations; Seeks opportunities to develop professional skills through volunteer activities; Seeks opportunities to increase understanding of principles of professional practice governing school psychology.

V.   Interpersonal Relations

Appropriate communication with peers and faculty, in classes, field experiences, practica, and internship settings; Behavior that reflects respect for difference in ideas, opinions, and perspectives with peers, faculty, and all individuals in classes, practica, and internship settings; Responds appropriately to constructive feedback from faculty or other supervisors; Follows time schedules by arriving on time and being prepared; Recognizes the importance of working collaboratively with others and refrains from unprofessional discussions regarding peers and others in class, field experiences, practica, and internship settings.

VI.   Other Personal, work-related characteristics

Any behavior(s) demonstrated by a student that may not be consistent with expectations in an educational work setting such as dress, hygiene, work habits, etc.

Plan for Student Performance Improvement

UTC School Psychology Program

Name: _____

Date Developed: _____

Present for Plan Development: _____

The development of a Performance Improvement occurs when a student receives either a rating of "I" (Needs Improvement) or "U" (Unsatisfactory) on a Professional Fitness Evaluation completed by the School Psychology Program Faculty AND when the faculty recommends this course of action among those listed on the Student Evaluation Form. For additional information, please refer to UTC Student Handbook.

Faculty Concerns:

Recommendations to Improve Performance:

Objectives to be met for Satisfactory Performance:

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Deadline for objectives to be met:

Potential outcome(s) for failure to meet stated objectives:

I have read and I understand the information included in this Performance Improvement Plan. I agree/do not agree to complete the identified activities. (Circle One). (If "disagree," appeal procedure as discussed in student handbook is initiated).

_____ Student Signature/Date

_____ Faculty Witness/Date

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UTC School Psychology Practicum Log

Student Name: _____

County/ School Placement: _____

On-site Field Supervisor: _____

Date	Total Hours	Description of practicum activity/setting

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Summary of Total Practicum Hours Completed

	Total On-site/School Hours Completed (min. 70 hours)
	Total off site hours completed
	Overall practicum hours completed (min. 100)

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Confirmation of Specific Required Activities

Date of Completion /Supervisor Initials	Task

. . . .

I have completed the above hours and noted activities in the assigned practicum setting.

_____

UTC Practicum Student signature   **Date**

_____

On-site Field Supervisor signature   **Date**

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University of Tennessee at Chattanooga

School Psychology Program

Confidentiality and Information Access Agreement*

The UTC School Psychology Program Faculty are dedicated to safeguarding and maintaining the confidentiality of information related to our students and the "clients" of our students (NOTE: Clients are defined as anyone you see related to course requirements, practicum, research participants, internship, the graduate assistantship, and course requirements.) as well as Program Faculty, staff, and organizational information. "Confidential Information" includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

- Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name;

- Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.

- Family information of school-aged children, clients, and/or research participants, such as income, marriage history, and family member's information;

- School psychology student, clients, and staff disciplinary or employment records or related information;

- Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods;

- School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records;

- Social Security Numbers, phone numbers, or similar identification codes or numbers (The later may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client's file; however, disclosure of the same information in another format (text message, verbally sharing, e-

mails, phone messages, or other social media) is prohibited. Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the school psychology program and/or continued employment as a graduate assistant:

- Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off- site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.

- Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.

- Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected "screen savers", approved anti-virus and anti-spyware software, and other measures. I will refrain from using unapproved "adware", "shareware", "freeware", or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.

- I agree to encrypt or otherwise password protect all confidential information on my computer and flash drives.

- I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of the University without the consent of the associated individual.

- I agree not to discuss any information related to clients, other students, faculty, or staff with unauthorized individuals while I am a student in the UTC School Psychology Program and after I am no longer a student at UTC.

- I agree to not discuss or share in any form (written or verbal) my graduate assistantship activities with other students, faculty, or staff members unless I have permission from my graduate assistantship faculty supervisor.

- I agree that information that is shared with me by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the School Psychology Program at UTC.

- I understand that videotaping and/or photographing any minors in a school setting without written consent of the parent/legal guardian is not allowable, and I will not do so without securing the appropriate permission to do so.

- I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange inappropriate information or share information related to clients, other students in the school psychology programs, faculty, staff, and field-based supervisors or other personnel.

- Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may include termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.

- I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am not a student.

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions.

_____

Student Printed Name

_____

Student Signature   Date

_____

UTC School Psychology Faculty Member   Date

*This form must be signed at the beginning of each academic year prior to starting courses, practicum, internship, research, and your graduate assistantship.

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UTC School Psychology Internship

Log of Hours

Use the EXCEL Spread sheet log of hours for recording your hours during internship; you will be using this same format during second semester of internship. As you get started with the log, please add in hours (in the other category) that you have already accumulated. Also, make sure that the totals are accruing accurately by periodically checking your numbers as you enter them each week.

You will continue to use this same Excel spreadsheet throughout Internship I and Internship II. You should accumulate approximately 600 hours during Fall and 600 hours in Spring.

UTC School Psych Internship Hours Log

University of Tennessee of Chattanooga

School Psychology Ed.S Program

Supervisor Evaluation Rating Form

Thank you for your valuable contribution in supervising a school psychology student. Your ratings of current skill levels related to the practice of school psychology is a very important part of feedback for the student as well as for the program. The practicum student or intern will also complete a self-evaluation separately from your evaluation. Once completed, the self-evaluation and the field-based supervisor's evaluation are jointly discussed by the practicum student or intern and the field-based supervisor. Both ratings are also submitted via completion of this online questionnaire to the university supervisor, and information will be used to determine the student's current strengths and needs.

For each of the following items, please rate the skills of the practicum student or intern by comparing his/her skill in that area to expectations you would have for a student at a similar training level.

1. Student's Name:_____

2. Supervisor's Name:_____

3. Date:_____

4. Semester: FALL or SPRING (circle one)

5. Year:_____

6. I will be comparing the above-named student to expectations for other students who are: (circle one)
   a. in their second year as a school psychology practicum student
   b. in their third year as an intern

This survey is used for both practicum and internship students. Most questions apply to both groups and are highlighted in green. Some questions only apply to practicum students and are in yellow. Other questions only apply to internship students and are in blue.

Key:

Practicum student questions in yellow

Internship student questions in blue

Questions for both practicum and internship students in green

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For the following ratings:

0. **N/A**: Not applicable, not available during placement, or no data to evaluate
1. **Needs Development**, Competence below expected and more than typical amount of supervision required
2. **Emerging Competence**; performance approaching expected level with continued supervision
3. **Meets Expectations**; adequate competence with need for only general guidance in this area
4. **Exceeds Expectations**; very minimal supervision is necessary for successful performance

Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
1. Works collaboratively with school personnel, supervisor, families, and students					
2. Communicates clearly and in understandable language					
3. Is regularly on time and dependable in keeping appointments					
4. Responds appropriately to constructive feedback					
5. Adapts to feedback based on reflection					
6. Dress is appropriate for the field-based setting					
7. Shows ability to look at situations from multiple perspectives, including those that differ from his/her own before making decisions					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
8. Standardized cognitive/achievement tests					
9. Behavioral observations					
10. Curriculum based assessments/ measurements					
11. Interviews (parents, teacher, and/or student)					
12. Behavior Rating Scales					
13. Permanent products (e.g., school records review) **[for interns only]**					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
14. Integrating and accurately interpreting assessment data from a variety of sources in written report					
15. Considering background and environmental factors of students in assessment design and interpretation (e.g., includes background section in written reports in which known and relevant factors are discussed					

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and alternate assessment strategies chosen/justified)				
16. Completing written reports accurately and presenting findings in ways that students, families, and school staff understand				
17. Accurately using information and technology resources to enhance data collection and decision-making				
18. Using data to identify AND demonstrate program outcomes (e.g., individual student interventions, class wide interventions, school-wide initiatives)				
19. Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility				

Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
20. Listening attentively to others					
21. Displays appropriate empathy					
22. Establishing rapport with adults and children					

Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
23. Writing clearly, coherently, and accurately					
24. Speaking clearly, coherently, and accurately					
25. Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members					
26. Translating professional vocabulary/jargon into understandable language in verbal and written communication					
27. Soliciting and considering the viewpoints of others involved in problem-solving					
28. Actively seeking input from parents/guardians in assessments and problem-solving					
29. Adapting ideas as appropriate in working with other team members					

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Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
30. Applying systematic problem solving steps (i.e., Problem Identification, Problem Analysis, Intervention, and Evaluation) to the consultative process					
31. Advocating and recommending evidence-based interventions during problem-solving process					

Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
32. Formulate instructional recommendations related to student strengths and needs as documented in written reports					
33. Develop and implement individual/group academic interventions that are empirically validated					
34. Facilitate intervention fidelity					
35. Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment					
36. Developing intervention plans from consultation that are evidence based, practical and can be reasonably implemented by teachers, staff, and/or parents					

Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
37. Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results					
38. Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors					
39. Develop and implement individual/group social and life skill interventions that are empirically validated **[intern version only]**					
40. Facilitate intervention fidelity					
41. Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment					
42. Developing intervention plans from consultation that are evidence based, practical, and					

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can be reasonably implemented by teachers, staff, and/or parents [practicum students only]					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
43. Deliver psychological services within the framework of federal rules and regulations, school system, and State Department of Education policies and procedures					
44. Collaborate with team members in addressing student or system needs via activities such as effective problem-solving, responding to "system" conflict, and maintaining professional objectivity					
45. Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc.					
46. Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors					
47. Demonstrating knowledge of strategies to promote school family-community cooperation [intern only version]					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
48. Knowing and recognizing behaviors and risk factors that represent threats to wellness					
49. Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention					
50. Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students [intern students only]					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
51. Implement system-wide (i.e., class-wide and/or schoolwide)					

Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
crisis prevention practices when feasible					
52. Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
53. Application of family-centered principles (e.g., use of appropriate language, inclusion of information about family priorities and concerns) in verbal and written communication					
54. Use of appropriate vocabulary allowing for understanding of presented information					
55. Development of interventions in a manner that does not violate cultural norms of the family					
56: Routinely including family members as Team members for assessment and intervention purposes					
57. Adapting to meet family schedules in order to obtain input from family members [intern students only]					
58. Appropriately recognizing and addressing concerns raised by family members					
59. Adherence to confidentiality practices recognizing the legal rights of parents/guardians					
60. Assisting in the identification of diverse cultural issues and other factors that impact family-school partnerships [intern students only]					
61. Assisting in the identification of community providers and/or resources that can assist families in addressing their needs [intern students only]					
62. Understanding and explaining parent/guardian rights for educational purposes					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
63. Demonstrating sensitivity to cultural and background factors of students, families, and school personnel					
64. Applying understanding of the influence of culture,					

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Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues					
65. Addressing diverse learning and mental health needs of students					
66. Assessing the needs of English language learners					
67. To evaluate outcomes from interventions in collaboration with others					
68. Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans					
69. Through accurately incorporating principles of measurement and psychometric standards at individual, group and system levels					
70. To identify a school psychology related issue and developing an appropriate plan (e.g., Capstone project) [intern students only]					
71. To implement improvement plans based on needs assessment, reviews of literature, and appropriate outcome measurement techniques [internship students only]					
Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
72. Demonstration of professional relationships and interpersonal skills with students, parents, and school staff.					
73. Showing respect for the expertise and contributions of other professionals					
74. Completing tasks with minimal supervision (for example, locating and obtaining needed information and materials, following through on assigned tasks, etc.)					
75. Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines					
76. Following school psychology practice guidelines related to general and special education regulations, professional					

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Question	N/A	Needs Development	Emerging Competence	Meets Expectations	Exceeds Expectations
interactions, and scope of services					
77. Understanding and observing laws pertaining to the delivery of services (e.g., child abuse reporting, confidentiality, informed consent, etc.)					
78. Advocating for needs and rights of students in school settings [internship students only]					
79. Demonstrating knowledge of NASP Principles for Professional Ethics					
80. Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families' rights					
81. Demonstrating ability to use systematic decision-making process in responding to legal and/or ethical dilemmas					