Middle Tennessee State University
School Psychology
Information Packet

2017

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Dear Prospective Student:

It was a pleasure to hear of your interest in our program. Our EdS program is approved by the National Association of School Psychologists (NASP). The EdS is considered the entry-level credential across America.

School psychology certification in Tennessee is actually called teacher licensure even though we are not qualified to teach. Our program was approved in 1975 by the Tennessee Department of Education. Many graduates have moved into careers as school psychologists.

There are 38 faculty members in the psychology department. There are four responsible for the school psychology programs. We have 12 new students each year in school psychology. Because of the small number of students, Drs. Holt, Marshall, Wallace, and I are able to offer personal assistance in moving through the program. Nearly half of our internships have been paid. Stipends have varied widely.

So far job prospects have remained good. However, it is hard to find jobs in major urban areas like Nashville and Memphis. Nearly all of our graduates since 1975 have jobs in school psychology.

Please let me know if I can be of assistance in helping with the admission process. If you apply, are accepted, and decide to come here, it is wise to meet with me in person. It usually takes a personal meeting or a phone call to work out an individual’s exact plan of action.

Sincerely,

James O. Rust

James O. Rust, Professor
615-898-2319 (11 AM central time daily) or james.rust@mtsu.edu
**Who is a School Psychologist**

A school psychologist is an expert in psychology and education who serves children with special needs in the school setting. School psychologists are specialists in child development who also understand the techniques and methods used in the educational process. They apply the science of psychology to various developmental, academic, or social-emotional programs of children. School psychologists also help prevent potential personal and school problems for many children.

**Why Do Children Need School Psychologists?**

A major part of every child’s waking hours is spent in the school environment. Our schools play a primary role in the psychological and emotional development of the child. Positive school experiences promote healthy personalities and feelings of self-confidence and self-worth. However, when problems arise and the school experience becomes a negative one, then psychological help is needed and should be provided.

**Who Receives Services From A School Psychologist?**

School psychologists provide a wide range of services to students, parents, teachers, administrators, and the community. These include identification of handicapped students, consultation with parents, school staff members, physicians and community agencies. Individual students who may be having difficulty in school as a result of intellectual, physical and/or emotional problems are often candidates for special services from a school psychologist.

**What Services Do School Psychologists Provide?**

It is the goal of the school psychologist to promote mental health in the schools and to provide all children quality educational opportunities.

Services may include, but are not limited to:

- √ Providing individual assessment of students to evaluate academic, intellectual, perceptual, and/or social-emotional functioning.
- √ Identifying the special needs of children and helping to plan their educational program.
- √ Consulting with parents, teachers, administrators and other professionals in the school and community to enhance services to students.
- √ Counseling students and/or parents individually or in groups.
- √ Planning and/or providing in-service training or educational programs for school staff, parents, or the community.
- √ Serving as a key member of crisis intervention teams.
- √ Developing and conducting research projects.
- √ Engaging in continuing education and professional growth activities to integrate new knowledge and skills into daily practice.

School psychologists may participate in any combination of these or other activities in accordance with their professional training, capabilities and experience. The services provided vary depending on the orientation and needs of each particular school system. The extent to which the school psychologist can perform some or all of the functions for which they are trained is largely dependent on the student-psychologist ratio.

**How Are Psychological Services Requested?**

Anyone with concerns about a child may make a referral for psychological services by contacting the school principal, school counselor, school psychologist serving the school, supervisor of psychological services or supervision of special education.

**What Are The Qualifications Of A School Psychologist?**

School psychologists in Tennessee hold Master’s Degrees, Educational Specialists Degrees or Doctorate Degrees in school psychology, educational psychology or a related field. They are licensed as a School Psychologist by the State Department of Education and in some cases by the National Association of School Psychologists. Many are also licensed by the State Board of Healing Arts with a declared competency in the area of school psychology.

The school psychologist adheres to the American Psychological Association or the National Association of School Psychologists code of ethics and follows the professional standards of the Tennessee Association of School in the delivery of psychological services.
Administrative Points

MTSU offers an EdS program in school psychology. EdS--level training is necessary for entry into school psychology in Tennessee and nationally. Our program was approved by the National Association of School Psychologists (NASP) in 1991. National Certification is only available to students at the EdS level. Students leaving the program prior to completing the EdS are not eligible for licensure or for National Certification as a School Psychologist (NCSP).

Admissions: Submit all admissions materials directly to the College of Graduate Studies. The College of Graduate Studies offers admissions decisions that are separate from School Psychology Program. For our program admissions is not automatic. Students are selected from a pool of qualified applicants. We determine the size of a class by our ability to provide a high quality academic experience. If you were admitted to the program conditionally, you need to make sure that your program of study and your grades fulfill all the conditions of your admission.

Graduate Assistantships (GA): We offer attractive and competitive Graduate Assistantships. You need to apply separately for an assistantship. That application is available at www.mtsu.edu/psychology. Applications for fall assistantships are due by March 1. Other departments also offer GA’s. To apply across campus send a copy of your GA in psychology application to College of Graduate Studies, and stay in touch with your advisor. Requests for last minute GA’s come quickly often without warning.

Responsibility: Final responsibility for degree, NCSP certification, Board of Healing Arts licensure, and Board of Education licensure eligibility rests on the candidates. This guide was written to assist you in graduating and gaining licenses and certification. You should familiarize yourself with the graduate catalog in effect at the time of your admission to candidacy (program of study). Prior to enrolling, meet with your advisor to discuss your program of study.

Student Self-Evaluation and Progress Summary (SEPS)
Annually students and faculty address student progress. SEPS data monitor successes/challenges, encourage self-reflection, and develop professional growth.

Notice of Nondiscrimination
Middle Tennessee State University, in its educational programs and activities involving students and employees, does not discriminate on the basis of race, color, national origin, sex, religion, or age. Furthermore, the University does not discriminate against veterans or individuals with disabilities.

Registering for Classes and Paying Your Fees
Information on how to register for classes and pay fees is outlined each semester on-line at the MTSU web page www.mtsu.edu/records. Graduate Studies may not approve any retroactive course registrations if the request is made AFTER the census date each semester. Students need to be properly registered at the appropriate time. Effective with the Fall 2002 semester, the Business Office imposes a $100 late fee for all students who register/enroll late.

Comprehensive Exams
Candidates must successfully complete comprehensive exams for every graduate degree. Thus, the school psychology program requires two such exams. Comprehensive exams are offered three times yearly. Candidates making expected progress take MA comprehensive exams during the spring term of their second year. Candidates making expected progress take EdS comprehensive exams (Praxis exam) during their third year.

Program faculty members require that candidates take the Praxis II school psychology specialty test prior to the EdS comprehensive exam. Once candidates complete the Praxis II test, program faculty are able to use those results to tailor the candidates’ questions. Success at the NCSP national level on the Praxis II test means that the candidate has passed an important professional hurdle that is necessary for NCSP certification. The program faculty takes that success into account when addressing candidates’ EdS. comprehensive exams.

Graduation
We have one program in school psychology but two degrees. First apply to the College of Graduate Studies for the MA. Then, file your candidacy for the MA. Near the end of your MA, apply for MA comprehensive exam. Remember to tell the Graduate College that you intend to graduate during the first week of your final MA semester, file an Intent to Graduate form. Intent forms received after the deadline will be returned to the student, unprocessed, and they will be required to submit another one the following semester (or whichever semester) they do plan to graduate. Apply for the EdS by the midway point of the semester you intend to receive the MA. Complete your EdS candidacy form as soon as you are admitted into the EdS program. Be certain to turn in all work to complete incompletes by midterm of your final term on campus. Always stay in touch with your advisor. Becoming a Nationally Certified School Psychologist requires application directly to NASP. See their website at: NASPonline.org. All graduate students must be registered for at least one semester hour graduate level course during the semester in which they graduate.
Peer Mentors
Peer mentors agree to assist you in getting acquainted with school psychology at MTSU. Take advantage of the opportunity to learn from them.

Respecializing Candidate
Students with masters degrees in psychology or counseling may apply for the EdS in order to respecialize. Their program is individualized based on the Psychology Department/NASP Matrix and EdS course requirements. Respecialists typically complete classes in one or two years and an internship the following year. The application process is the same as for MA students.
Philosophy*

The School Psychology Program at Middle Tennessee State University is field-based and utilizes a scientist/practitioner model. The purpose of the program is to educate EdS-level school psychologists for licensure by the Tennessee Board of Education and for certification through the National Association of School Psychologists (NASP). The program views the school psychologist as being interested in the translation and implementation of psychological knowledge within the school system. This implies that psychology is the core of the student’s training and the foundation upon which professional development will occur. Such a conception demands that the psychologist draw upon a number of specialty areas such as professional education, educational psychology, clinical and child psychology, curriculum design, experimental psychology, cognitive psychology, developmental psychology, social psychology, and the experimental analysis of behavior. The program requires a research based thesis. Keeping with the field-based orientation, single subject designs are allowed. Additionally, the school psychologist does not apply skills in a vacuum, but in the context of an educational system. Therefore, the psychologist must have a realistic understanding of the functions, methods, and problems of the school, and be especially appreciative of the role of the classroom teacher as well as other special staff members carrying on related functions (e.g., school counselor, speech/language therapist, special education teacher.).

The school psychologist recognizes that the ultimate goal of education is to provide all pupils with opportunities for maximal intellectual, educational and interpersonal growth so that they may live full and satisfying lives as contributing members of a diverse society. Clearly, the pupil is the cornerstone of attention for everyone. With special training in inter- and intra-personal behavior, and an appreciation for the contributions of diverse groups, the school psychologist is in a unique position to recognize and deal with many variables within the school system that contribute to the child’s development (e.g., the teacher, the administration, peers, class and program placement, specific situations, etc.).

The school psychology program uses a psychosocial ecological framework and promotes a multicultural perspective which celebrates human diversity. Candidates spend time in the field during every term in the program. The program sees the child as a unique individual always confronting a unique situation. As such, the child can only be understood in the context of both the general factors that contribute to the environment and the specific factors that make up the child’s unique situation. The child’s learning environment is influenced by three major social systems: society in general (including the cultural context), the family situation, and the school system. Differing sets of values, goals, and expectations may be possessed by each of these social systems, and their interaction will exert major influences on the child and the classroom. The school psychologist must be prepared to understand and deal with each of these factors.

Many unique situations are contained within the general learning environment. The major psychosocial factors to be considered in any situation include, the child, the teacher, peers, the family and the specific cultural environment. These will directly affect the other factors and exert major influences on the learning and behavior of any given child. To deal with the relation of these factors, the school psychologist will need to be familiar with three areas: (1) psychological theories including intervention theories, cognition and personality paradigms, assessment and evaluation procedures, methods of communication and so on; (2) the structure and organization of public schools, particularly the practical aspects of day-to-day instruction and the problems teachers encounter; and (3) the overriding importance of culture in understanding and dealing with children.

- Program faculty members and candidates recognize the value of program accreditation by the National Association of School Psychologists. Program approval means that graduates are recognized across the United States as having completed a rigorous course training.
- The faculty is indebted to Dr. Richard Abidin, founder of school psychology at the University of Virginia, for the origination of the guiding philosophy and objectives for this program.
Goals and Objectives

Having briefly described the basic philosophy used in the training of school psychologists, we will now point out the primary functions that are the focus of training. These are stated below in general terms.

**Problem Solver** - The objective of the school psychology program is to train EdS - level psychologists who can effectively help children in the school. To begin with, the psychologist must be able to help the school personnel deal with and solve problems they encounter in their daily functioning. As a problem solver who celebrates individual diversity, the psychologist will use a data-based, scientifically driven approach to focus on three major areas: (1) the development of problem free learning environments and the correction of defects in existing environments; (2) the helping of children who experience difficulties in learning; and (3) the alleviation of behavioral, social, and emotional problems of school children. In dealing with these diverse yet related areas, the psychologist will engage in a broad range of diagnostic work (interviews, observations, psychoeducational assessment), consultation with parents, teachers, and administrators aimed at providing them with a better understanding of children and how to deal with children, manipulation of teaching materials and strategies to reflect children’s needs, and, direct intervention methods such as short-term group or individual counseling. These activities will involve parents, teachers, principals, and other individuals who are responsible for children.

**Transmitter of Psychological Knowledge** -- Our graduate students as well as the faculty members in the school psychology program at MTSU possess certain knowledge and skills which will be of use to teachers, parents, and school administrators. Part of our mission is to conduct programs to disseminate psychological knowledge throughout the school system. A second part is to promote tolerance for and celebration of cultural diversity. Specific activities include:

1. Parent, teacher, and psychologist conferences regarding each individual assessment.
2. In-service training on topics, such as identification of learning disabilities, interventions for emotional, behavioral, or academic needs as well as normal problems of teenage years system-wide approaches to discipline.
3. Parental education concerning child management aimed at supporting the school’s efforts.
4. Presentations to PTA and community groups concerning various psychological needs, problems and programs of the local school systems.
5. Acting as a change agent in the central administration as it formulates and modifies school policy. For example, the psychologist could be responsible for researching the data in the literature concerning student violence or the use of retention as an educational method.
6. Academic interventionist
7. Behavioral consultant and intervention agent working for positive outcomes.
MTSU School Psychology Program Goals

1. Candidates will develop a foundation for delivery of psychological services and psychological knowledge in the school system that is based on core knowledge in psychology (e.g., human learning, individual differences, educational psychology, child and clinical psychology, developmental psychology, experimental analysis of behavior and biological basis of behavior).

2. Candidates will develop knowledge of educational principles and systems that will support their entering, working in, and contributing to schools.

3. Candidates will utilize data-based problem solving as a conceptual framework for delivery of psychological services.

4. Candidates will develop skills in multi-faceted assessment (e.g., interviews, observations, norm referenced tests, curriculum based measurement) that allows for identification of strengths and needs, intervention planning, diagnostic classification, and measurement of progress.

5. Candidates will develop skills that support collaboration with peers, faculty, parents, teachers, school support teams, school administrators and professionals from community agencies.

6. Candidates will utilize evidence-based strategies to develop learning environments that support teacher and learner success, assist children who are having difficulty learning, and provide interventions for children with behavioral, social, and emotional problems.

7. Candidates will develop the ability to link assessment with intervention through the use of data-based problem solving and functional analysis of behavior.

8. Candidates will apply ethical principles to their practice as a school psychologist.

9. Candidates will demonstrate understanding and respect for individual differences in all facets of their practice as a school psychologist.

10. Candidates will understand the ongoing reciprocal impact of family, teacher, peers, and the specific cultural environment on a child’s learning and behavior, and apply this understanding to case conceptualization.

11. Candidates will continue to develop interpersonal skills and an awareness of individual strengths and weaknesses that support effective practice as a school psychologist.

12. Candidates will learn to clearly and respectfully communicate assessment and other results (e.g., intervention) orally and in writing.

13. Candidates will understand the historical and changing/emerging roles of school psychologists and the unique contribution of school psychologists to school systems.

14. Candidates will gain skills in research that allow them to: (a) complete a thesis, (b) evaluate research, (c) use research literature in their practice, and (d) help schools evaluate practices and programs.

15. Candidates will gain crisis intervention skills that allow them to: (a) intervene with individual students, (b) help schools develop a crisis intervention plan, and (c) function as part of the school crisis intervention team.

16. Candidates will be provided opportunities, encouraged, and required to utilize instructional technology to expand their knowledge base and utilize current information in assessment, consultation and intervention that supports best practices in school psychology.

17. Candidates will gain a working familiarity with federal and state laws that are related to the practice of school psychology.

18. Candidates will begin their participation and commitment to ongoing professional development in the field of school psychology during their graduate training through collegial relationships with graduate student peers and faculty, membership in professional organizations, attendance at professional meetings/conferences, practica, and internship.

19. Our program strives to graduate students who meet the TN Department of Education and NASP criteria for licensure/certification as a School Psychologist.
Financial Aid/Scholarship

**Graduate Assistantships:** The Psychology Department has a limited number of assistantships available every year. Normally there are eight GA’s in the psychology department, but occasionally there may be a few more. Graduate assistants may be assigned to work for a specific class, may work with faculty on research, show a film in class, administer exams, or be assigned other duties. Assistantships are competitive. Generally, application for fall assistantships are completed during the middle of the prior spring semester. Other departments also offer GA’s. To apply across campus send a copy of your GA in psychology application to College of Graduate Studies, and stay in touch with your advisor. Requests for last minute GA’s come quickly often without warning.

**Research Assistant:** A number of faculty in the psychology department have money for research assistants built into their research grants. You must contact faculty members directly and ask about current or future grants. The amount of money is dependent upon the grant.

**College Work-Study:** You may be eligible for the college work-study program. As part of this program you could work at a number of jobs around campus. It is possible to work in the psychology department as part of this program. Contact the Financial Aid Office on campus (Cope Administration Building, room: 211, phone: 898-2830).

**Student Loans:** You may be eligible for student loans. Amount of award varies. Applications are available in Financial Aid Office, Cope Administration Building, Room 218, 898-2830. Ms. Bonnie A. McCarty wrote on June 20, 2007: “According to federal regulations and institutional polices, a graduate student can receive financial aid for up to 125% of the hours required for his or her program. For most first degrees, we can simply look in the graduate catalog to determine how many hours are required and therefore how many hours of eligibility a student has. However, certain programs evidently do not follow the hours guidelines in the catalog. Your program seems to be one of these; as far as we can tell, a student only needs 45 hours and has 56 hours of eligibility for aid. When a student’s program doesn’t fit the normal procedure, we must collect paperwork telling us the specific courses and number of hours the student will need to complete the program. Because of the above requirements, each of the students in your program will need to provide a list of courses required for that particular student, so that we can determine eligibility for aid. The list should include the student’s name and student ID number, as well as your signature and a date. We will then be happy to process the student’s financial aid request.” She may be reached at 904-8414 to check your status and steps to access loans.

**Psychology Department Awards:** The department has a few monetary awards for outstanding students. These awards are given only once each year and are competitive. The awards and their approximate value are as follows: the Robert Prytula ($500.00) and the James O. Rust Outstanding First and Second Year Graduate Student in School Psychology ($750.00). Three awards were given in 2007. We nominate an advanced student for the state-wide William Ballard award through TASP recognizing an outstanding student, and we honor our program’s outstanding candidate every year. Additionally, our students have earned the Carver Scholarship granted by the College of Graduate Studies.

**James O. Rust Scholarship Criteria:** Minimum GPA 3.5

**Commitment to the field:** Student must demonstrate through class participation, including an active role in discussions; questions and oral/written work that indicate an insight into the current issues; and a willingness to advance current knowledge. Student may also demonstrate through joining and actively participating (e.g. attending conferences) in state (TASP) and national (NASP) associations.

**High level of responsibility, ethicality, professional attitude, and professional skills:** Student must demonstrate through performance in courses, particularly those that develop competencies directly related to the field of school psychology (e.g. Intellectual Assessment, Foundations of School Psychology); questions and responses put forth in class discussions and written work; and interactions with other students, faculty, and professionals in the field.

**Amount:** $750.00 (or more) awarded to two students at the end of his or her first or second year.

In addition to the monetary amount, the student will be asked to write a thank you note and to help with community liaison. If the student is willing, this would consist of a minimum of 10 hours of contact with school psychology alumni over the course of the academic year of the award to aid in keeping alumni appraised of events in the program and to help in soliciting contributions for the scholarship fund.

**Application Requirements:** All first and second year students are automatically eligible. The committee will consider your SEPS including a curriculum vita; graduate transcripts (student copies are sufficient), and SEPS responses. The selection committee will be looking for evidence of **Commitment to the field** as well as **High level of responsibility, ethicality, professional attitude, and professional skills** in selecting winners.

**Deadline:** Last day of Summer term classes

Revised 10/2/17
School Psychology Program

Admissions Process

Submit all admissions materials directly to the College of Graduate Studies. Admission is not automatic by meeting minimal admission requirements. Students are selected from a pool of qualified applicants. Each year the number of students admitted to a program depends on the availability of adequate faculty supervision. The projected number of admissions to the School Psychology Program is approximately 12 students per academic year. Applicants are reviewed in both Fall and Spring semesters.

Requirements for unconditional admission to the School Psychology Program are acceptable GRE scores equivalent to 900 (Verbal + Quantitative) and an undergraduate GPA of 3.00. The GRE Psychology Subject Examination is not required. Applicants who do not meet these criteria may be considered for conditional admission. Students admitted conditionally must achieve a 3.25 GPA in the first 9 required graduate classroom hours and may be required to meet additional specific conditions.

The School Psychology Program requires that students be admitted to the program prior to enrolling in required core courses. Non-degree students may not enroll in required core school psychology courses, except by special permission of instructors.

Below is a brief description of the application process. The application process contains two major parts: a) application to the Graduate School; and b) application to the School Psychology Program. These will need to be completed before any student is accepted into the School Psychology Program. The deadlines for complete applications are as follows: March 1, for Fall semester and October 1, for Spring semester. Late applicants who meet the admissions criteria may be considered on a case-by-case basis.

1. Application to the Graduate School
   a. Complete an Application to the Graduate School and submit, with the application fee, to Graduate Studies Admissions (form can be found on-line at www.mtsu.edu/graduate) or contact 615-898-2840 to receive an application in the mail.
   b. Submit official transcripts of all college work to Graduate Admissions.
   c. Take the Graduate Record Exam (GRE). You may call the MTSU Counseling and Testing Center at (615) 898-2670 for test dates and a registration bulletin or Sylvan Learning Center at 1-800-853-6773. Scores should be sent to Graduate Admissions. The Code for MTSU is 1466. You may wish to visit the GRE on line at www.gre.org.

2. Graduate Assistant applications are separate from program applications. We encourage all interested applicants to consider a Graduate Assistantship.
2. **Application to the School Psychology Program**: Submit the following materials to the Middle Tennessee State University College of Graduate Studies Admissions Committee, Murfreesboro, TN 37132

   a. Supplemental School Psychology Program Application (attached).

   b. Three School Psychology Program Reference Forms (attached): At least two of these should come from faculty who know you and can attest to your academic abilities. The third can come from someone who has supervised your work, or been a colleague. Please ask the persons completing these forms to seal them in an envelope and sign their name across the seal. Include all three in your packet.

   c. A curriculum vita

   d. A statement of purpose. In your statement of purpose, please be sure to include why you are interested in the field of school psychology, why you are interested in the program at MTSU, and what your future plans are.

   e. Copies of all of your college transcripts

   f. Program application deadlines, October 1 & March 1 and are extended until classes are filled.

When your application is complete the College of Graduate Studies will send it to the School Psychology Program Admissions Committee. We will review your completed file and make a recommendation concerning program admission. This process is separate form the Graduate School admissions process. While you may meet the criteria for admissions to the Graduate School, this does note guarantee admission into the School Psychology Program.

If accepted into the School Psychology Program, you will be required to return a postage-paid postcard within two weeks of notification to reserve a place in the program. You will be assigned a student mentor to assist in answering your questions. You also will need to schedule an appointment with the School Psychology Program Coordinator to help you complete a candidacy form and work out a class schedule.

To view the Graduate Catalog and Class Schedule Book you will need to check the following websites:

- **Schedule Book**  [www.mtsu.edu/records/sbooks.shtml](http://www.mtsu.edu/records/sbooks.shtml)
- **Graduate Catalog**  [www.mtsu.edu/graduate](http://www.mtsu.edu/graduate)
Supplemental School Psychology Program Application

College of Graduate Studies
P.O. Box 42
Middle Tennessee State University
Murfreesboro, TN 37132

Applicant’s Name: _______________________________  MTSU ID # M ____________________________ (if known)

Date of Application: ____________________________  This application is for admission: Fall 20____ Spring 20____

Email: __________________________________________  Telephone #: ________________________________

Mailing Address: __________________________________________
Street
City
State
Zip Code

From where did you (or will you) receive your baccalaureate degree?
(Institution) __________________________________________
City
State

Major __________________________  GPA __________  Date of Graduation __________

Do you have a Master’s degree: Yes  No

If yes, from where did you or will you receive your Master’s degree?
(Institution) __________________________________________
City
State

Major __________________________  GPA __________  Date of Graduation __________

GRE: Date Taken __________________________
Verbal Score __________  Quantitative Score __________________________  Writing Score __________

Have you ever been convicted of a misdemeanor or felony? Yes  No
If yes, please explain: __________________________________________

Do you have a misdemeanor or felony charge pending? Yes  No
If yes, please explain: __________________________________________

Do you have 15 semester hrs of undergraduate psychology courses? ☐ Yes  ☐ No

Have you had a class in Tests and Measurements? Yes  No
Letter of Recommendation

College of Graduate Studies
P.O. Box 42
Middle Tennessee State University
Murfreesboro, TN 37132

To be completed by the applicant:

Name: ____________________________

Last       First       MI(Maiden)

Under the provision of the Family Education Rights and Privacy Act of 1974, you may decide whether letters of recommendation written at your request are to be held confidential or whether they are to be available for your personal inspection. Check one of the following statements and place your signature in the space provided so that the recommender will be advised of your choice.

[ ] Confidential file. I hereby WAIVE my rights of access to this recommendation.
[ ] Open file. I do NOT waive my rights of access to this recommendation.

Applicant’s Signature ____________________________ Date ________________

To be completed by the recommender:

Approximately how long have you known this applicant? ______________________

How well do you feel you know this applicant? ______ Casually ______ Well ______ Very Well

In what capacity have you known the applicant? ________________________________

In comparison with other college graduates or persons in the same field with the same amount of experience and training, I rate this person as follows:

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<th>Top 1%</th>
<th>Top 5%</th>
<th>Top 25%</th>
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<th>Don’t Know</th>
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<td>Originality/ Intellectual creativity</td>
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<td>Mathematical and logical thought</td>
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<td>Knowledge of psychology</td>
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<td>Research potential</td>
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<td>Potential as a school psychologist</td>
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In comparison with other college graduates or persons in the same field with the same amount of experience and training, I rate this person as follows:

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<th></th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Superior</th>
<th>Don’t Know</th>
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<td>Responsible/ Dependable</td>
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<td>Motivation/ Perseverance toward goals</td>
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<td>Emotional maturity</td>
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- I do not recommend the applicant for admission to graduate school

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Signature: ___________________________  Print/Type Name: ___________________________
Position: ___________________________  Date: ___________________________
Company or Institution: ___________________________
Phone: ___________________________  Email: ___________________________

Please seal in an envelope, sign across the seal, and return to the applicant so that it may be included in the packet of materials required for the admissions process. Thank you.
Letter of Recommendation

College of Graduate Studies
P.O. Box 42
Middle Tennessee State University
Murfreesboro, TN 37132

To be completed by the applicant:

Name: ____________________________
  Last                    First              Mi(Maiden)

Under the provision of the Family Education Rights and Privacy Act of 1974, you may decide whether letters of recommendation written at your request are to be held confidential or whether they are to be available for your personal inspection. Check one of the following statements and place your signature in the space provided so that the recommender will be advised of your choice.

[ ] Confidential file. I hereby WAIVE my rights of access to this recommendation.
[ ] Open file. I do NOT waive my rights of access to this recommendation.

_________________________  ______________________
Applicant’s Signature     Date

To be completed by the recommender:

Approximately how long have you known this applicant? ________________

How well do you feel you know this applicant? _____ Casually _____ Well _____ Very Well

In what capacity have you known the applicant? _____________________________

In comparison with other college graduates or persons in the same field with the same amount of experience and training, I rate this person as follows:

<table>
<thead>
<tr>
<th></th>
<th>Top 1%</th>
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<tr>
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### An Updated 3-Year Program in School Psychology

**Students Entering in Fall**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<td><strong>Fall 1</strong></td>
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<tr>
<td>PSY 6065</td>
<td>School-Based Mental Health Services*</td>
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<td>PSY 6100</td>
<td>Intellectual Assessment or PSY 4260 Intro to Testing</td>
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<td>PSY 6101</td>
<td>Laboratory in Intellectual Assessment</td>
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</tr>
<tr>
<td>PSY 6060</td>
<td>School Psychology*</td>
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</tr>
<tr>
<td>PSY 6615</td>
<td>Basic and Applied Research in Psychology</td>
<td>3</td>
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<tr>
<td><strong>Spring 1</strong></td>
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<tr>
<td>PSY 6750</td>
<td>Psychology and Assessment of Learning Disabilities*</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6760</td>
<td>Educational Assessment*</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6290/6291</td>
<td>Psychological Statistics: ANOVA</td>
<td>3</td>
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<tr>
<td>PSY 6100</td>
<td>Intellectual Assessment or PSY 6400 Psychological Disorders of Children</td>
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<tr>
<td>PSY 6101</td>
<td>Laboratory in Intellectual Assessment</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6640</td>
<td>Thesis Research</td>
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<td><strong>Summer 1</strong></td>
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<td>PSY 6400</td>
<td>Psychological Disorders of Children</td>
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<tr>
<td>PSY 6105</td>
<td>Preschool Evaluation*</td>
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<tr>
<td>PSY 6440</td>
<td>Advanced Applied Behavior Analysis*</td>
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**Total Year 1** = 34

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<td>PSY 6770</td>
<td>Assessment and Therapeutic Interventions for Children's Emotional Problems*</td>
<td>3</td>
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<tr>
<td>PSY 6080</td>
<td>Interventions with Children and Adolescents*</td>
<td>3</td>
</tr>
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<td>PSY 6895</td>
<td>Consultation*</td>
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<tr>
<td>PSY 6640</td>
<td>Thesis Research</td>
<td>1</td>
</tr>
<tr>
<td><strong>Spring 2</strong></td>
<td></td>
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<tr>
<td>PSY 6640</td>
<td>Thesis Research</td>
<td>1</td>
</tr>
<tr>
<td>PSY 7080</td>
<td>Practicum: Advanced Interventions with Children*</td>
<td>(3)</td>
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<tr>
<td>PSY 7100</td>
<td>Multicultural and Social Bases for Assessment and Intervention Practices*</td>
<td>(3)</td>
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<tr>
<td>PSY 6140</td>
<td>Practicum: School Psychology*</td>
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<td>PSY 7200</td>
<td>Neuropsychology in the Schools</td>
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<td><strong>Summer 2</strong></td>
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<tr>
<td>PSY 6130 or 6410 or PSY elective</td>
<td>**Developmental Psychology: Adolescent, or Developmental Psychology: Child</td>
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<tr>
<td>PSY 6661</td>
<td>Program Evaluation</td>
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38 MA-

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<td>PSY 7810</td>
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<td><strong>Spring 3</strong></td>
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<tr>
<td>PSY 7810</td>
<td>Advanced Internship: School Psychology*</td>
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30-hour Ed.S

*Only offered that term
An Updated 3 ½-Year Program in School Psychology
Students Entering in Spring

This curriculum is the same as the 3-year plan except classes are spread over a longer period.
1. A copy of your candidacy form should be submitted to the College of Graduate Studies according to your program’s curricular requirements.
2. Please list course number & department, course title, and semester hours of credit as indicated below.
3. Secure the signatures of the appropriate persons and submit the signed form to the College of Graduate Studies, Box 42, Sam Ingram Building.

Name: ___________________________ Student Identification #: ______________ Date: ____________
Address: ___________________________ Telephone #: ____________________________

Degree: MA  Major: Psychology  Concentration: School Psychology

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<th>Course ID # (including Prefix)</th>
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<th>Substitute for MTSU Course#</th>
<th>Dept. Approval for Transfer Credit</th>
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<td>(Learning) Adv. Applied Behavioral Analysis</td>
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<td>3</td>
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<td>PSY 6065</td>
<td>Mental Health</td>
<td>3</td>
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<td>PSY 6100 or 6130 or 6410</td>
<td>Developmental Psy: Child or Dev. Psy: Adolescent</td>
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<td>PSY 6750</td>
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Language Research Tools (if relevant)

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38 hours required

Signature of Candidate ___________________________ Date: ____________ If Applicable: ____________
I certify the above degree plan ___________________________ Date: ____________ Date: ____________

Signature of Graduate Advisor ___________________________ Signature of Minor Advisor ___________________________
This individual holds a professional license, or licensure requirements will be met by the above courses, if applicable.

Signature of Dean, College of Graduate Studies or Graduate Analyst ___________________________ Date: ____________ Date: ____________

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If applicable: Minor: __________________________ Specialization: __________________________

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Guided elective

30 Hour Program

Signature of Candidate __________________________ Date: __________

If applicable:
Residency (Indicate time period)—18 hours in 12 month period plus 9 semester hours in one semester during EdS

I certify the above degree plan __________________________ Date: __________

Signature of Graduate Advisor __________________________ Date: __________

Signature of Dean, College of Graduate Studies or Graduate Analyst __________________________ Date: __________

A Tennessee Board of Regents Institution

MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities.