

**Minimum Course Requirements  
SPSY Doctoral Program**

**Revised May 2013**

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

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_

**MINIMUM COURSE REQUIREMENTS FOR TEXAS A&M UNIVERSITY  
DOCTORAL TRAINING PROGRAM IN SCHOOL PSYCHOLOGY  
STUDENT WORKSHEET**

This form has been developed to facilitate the advisement process of doctoral students in the School Psychology program. It should be used as a guide for students in developing their individual plans of study. Final plans of study are approved by the student's doctoral committee.

**Core Requirements**

The "Core" content is seen as required for all students in the program. If a student believes he or she has met a course requirement in previous graduate course work, the student meets with a faculty member in our Department who teaches the course in question. With faculty approval, students may exempt out of required courses based on previous course work or experience that is determined to be equivalent to the required course. Exempted courses do not earn units and do not count toward the total units needed to graduate. Exempting a course does fulfill that course requirement and permits the student to take another course in its place. Exemptions are granted by individual faculty members who may require evidence of appropriate previous work or demonstration of competency through an exam. Each request will be reviewed on an individual basis by the appropriate faculty member. Syllabi and examples of required work from previous courses are helpful in this conversation. Faculty members have the option of requiring that the student demonstrate essential course competencies (e.g., by taking an examination, demonstrating a skill) prior to waiving a course requirement. If that faculty member believes the student has performed successfully in a course that is substantially equivalent, the faculty member indicates approval for waiving that course requirement by initialing the form. If the course in question is taught outside the Department of Education Psychology, your advisor can make a determination as to whether you have met this requirement through prior course work and initial the form. **Undergraduate courses cannot be used to replace or waive out of any graduate courses or content.** In the core areas of 1) Basic Psychological Sciences Core; 2) Research, Measurement, and Statistics, and 3) Professional School Psychology, the student should first consult with their advisor and then discuss previous graduate coursework and relevant experiences with the instructor of the course they want to have waived. If waived, the faculty member and student should complete the **Request to Waive or Transfer Credits for a Core Course** form documenting the rationale/basis for the exemption. This form is then filed in the student's educational file.

Students entering with a Bachelor's degree, will need to obtain the Master in Education (M.Ed.) following their first year. Courses below designated √ are those courses most likely to be included on the M.Ed. degree plan.

<b><u>Basic Psychological Sciences Core</u></b>		<u>Hours</u>	<u>Semester Usually Offered/Taken</u>	<u>Date Completed or Approved as Waived</u>	<u>Faculty Initial</u>
√ <b>EPSY 647</b>	Life Span Development	3	Fall of Year 1		
√ <b>SPSY 610</b>	Child Psychopathology	3	Fall Year 1		
EPSY 689	**Histories of Psychology	3	Varies		
√ <b>EPSY 621</b>	Clinical Neuropsychology	3	Summer		
		9-12			

\*\*May be waived if student has undergraduate major in psychology; otherwise may be taken as GRADUATE LEVEL on-line course at TAMU or elsewhere.

<b><u>Research, Measurement, Statistics Core</u></b>		<u>Hours</u>	<u>Semester Usually Offered/Taken</u>	<u>Date Completed or Approved</u>	<u>Faculty Initial</u>
Note. Students receiving a C in EPSY 640 may be required to retake the course.					
EPSY 635*	Statistics OR	3	Fall Year 1		
STAT 651*	Statistics				
<b>EPSY 625</b>	Advanced Behavioral Measurement	3	Fall or Spring Year 2 or 3		
EPSY 636§	Techniques of Research	3	Fall/ Spring/ Su Year 1		
√ <b>EPSY 640</b>	Experimental Design in Education I	3	Fall/ Spring Year 1 (Year 2 if need to take prior coursework)		
√ <b>EPSY 641**</b>	Experimental Design in Education II	3	Spring/Fall Year 1 or after completion of EPSY 640)		
<b>EPSY ---</b>	One additional research course (EPSY 622, 630, 631, 642, 643, 690)	3	Varies		

12-18

\* A leveling course for students who have not had statistics. May be waived if student has an equivalent course at the undergraduate or graduate level.

§ A leveling course for students with no prior research courses. May be waived at discretion of advisor if student has an equivalent course or experience (e.g., honors thesis, REU) at the undergraduate level or graduate level.

\*\* Requires prerequisites.

<b>Professional School Psychology Core</b>		<u>Hours</u>	<u>Semester Usually Offered/Taken</u>	<u>Date Completed or Approved</u>	<u>Faculty Initial</u>
Note: The student must retake any course in which he/she receives a grade of "C" or below.					
√ <b>EPSY 605</b>	Effects of Culture, Diversity, & Poverty on Children and Youth	3	Fall/Spring Year 2		
√ <b>SPSY 611</b>	Introduction to School Psychology: Legal, Ethical & Credentialing Issues	1+1+1	Fa, Spr, Su Year 1		
√ <b>SPSY 612</b>	Individual Assessment of Children's Intelligence	4	Spring Year 1		
<b>SPSY 614**</b>	Integrated Assessment Practicum	3	Spring Year 2		
√ <b>SPSY 617**</b>	Emotional Disturbance in Children	3	Fall Year 2		
√ <b>SPSY 642</b>	Behavioral Assessment and Intervention	3	Spring Year 1		
√ <b>SPSY 643</b>	Academic Assessment and Intervention	3	Fall Year 1		
√ <b>SPSY 641</b>	Child Therapy for School Behavior Problems	3	Spring Year 1		
√ <b>SPSY 644**</b>	Child Therapy Advanced Theory and Techniques	3	Su Year 1		
<b>SPSY 628</b>	Consultation: Theory and Techniques	3	Spring Year 2		
<b>SPSY 638</b>	Systems Consultation and Prevention Science	3	Fall Year 2 or 3		
<b>SPSY 683C**</b>	Field Based Practicum in Child Therapy (2 semesters; must be approved by program)	3+3	Fall-Spring or Spring-Su Year 2		
<b>SPSY 683D**</b>	Field Experience in Schools (2 semesters; must be approved by program)	3+3	Fall-Spring Year 3		
<b>SPSY 683E</b>	Supervision Seminar and Field Experience (1 semester; must be approved by program)	1	Fall/Spring Year 4		
<b>SPSY 684**</b>	Internship in Professional Psychology (year long; must be approved by program)	2+2+2	Fall, Spring, Su Year 5		

NOTE: Doctoral degree plan can **ONLY** include 15 credits of SPSY 683, but students can take more than 15; these will show on the transcript.

**Specialized Strands**

Strands are an opportunity for students to personalize their degree plans by selecting themes or strands of coursework that cluster into specialty areas. **The strands listed in this document and the courses associated with them serve only as suggestions. Students are encouraged to meet with their doctoral Chair/advisor to develop strands that meet the individual’s unique interests. A total of 12 hours of strand courses is required, with a minimum of 9 hours in one strand; most students do an elective practicum related to their area of specialization. Courses to be included in the student’s strand are determined by the student’s Chair and their Advisory Committee.** Within each strand of specialization, appropriate courses may be added as they are developed and identified.

<b>A. <u>Child and Family</u></b>		<u>Hours</u>	Semester Usually Offered/Taken	Date Completed or Approved
EPSY 628	The Rorschach Technique with Children and Adolescents	3	Varies	
CPSY 631	Techniques of Counseling	3		
CPSY 676	Marriage & Family Counseling	3	Summer	
CPSY 678	Family Therapy	3	Summer	
PSYC 639	Pediatric Psychology	3	Fall – alternate (odd) years	
SPSY 645	Advanced SocialEmotional Development	3	Varies	
SPSY 683*	Practicum (elective)	1-12		
PSYC 638	Psychotherapy I	3		
PSYC 637	Psychotherapy II	3		
PSYC 608	Intro to Clinical Skills	3		
PSYC 678	Marital Therapy	3		
PSYC 624	Individual Testing	3		
PSYC 629	Seminar Clinical/ Community Psychology	3		
EPSY 627	Structured Personality Assessment	3		
CPSY 633	Intro to Group Process	3	Spring	
CPSY 634	Group Counseling and Psychotherapy	3		
CPSY 679	Multicultural Counseling	3		
SPSY 613	Crisis Intervention	3	Varies	

<b>B. <u>Education for At-Risk Populations</u></b>		<u>Hours</u>	Semester Usually Offered/ Taken	Date Completed or Approved
SPED 612	Special Education Law	3	Fall	
SPED 613	Issues in Educating Students with Disabilities	3		
SPED 614	Issues in Moderate and Severe Disabilities	3	Fall	
SPED 617	Contemporary Instructional Strategies for Special Education	3		
SPED 615	Special Education Assessment: Technical and Legal Aspects	3		
SPED 620	Bilingual Special Education	3	Varies	
SPED 621	Overview of Exceptional Students	3		
SPED 622	Community-Based Integrated Services	3		
SPED 630	Reading for At-Risk/LD Students	3	Fall	
SPED 632	Transition from School to Work	3	Fall	
SPSY 657	Bilingual Psychoeducational Assessment	4	Varies	
SEFB 610	Special Education and the Family	3	Summer	
EPSY 626	Prevention and Intervention At-Risk Hispanic Families	3	Maymester	

<b>C. <u>Reading, Literacy, and Language</u></b>		<u>Hours</u>	Semester Usually Offered/ Taken	Date Completed or Approved
<b>*Required components</b>				
*RDNG 674	Developmental Reading	3		
*RDNG 604	Reading Diagnosis	3		
*RDNG 642	Clinic Teaching in Reading	3		
EPSY 613	Spanish/English Biliteracy	3		
RDNG 614	Reading Research and Trends	3		
EPSY 626	Prevention and Intervention At-Risk Hispanic Families	3	Maymester	
SPED 630	Early Literacy	3		
SPED 617	Adolescent Literacy	3		
RDNG 615	Theories of Reading Process	3		
EDCI 689	Literacy and Language	3		

<b>D. <u>Bilingual/ELL</u></b>		<u>Hours</u>	Semester Usually Offered/ Taken	Date Completed or Approved
SPSY 685 & SPSY 683	Mexico Study Abroad	6	Maymester (even years only)	
EPSY 610	Hispanic Bilingual Assessment and Monitoring Students	3		
EPSY 613	Spanish/English Bilingual	3		
EDCI 611	Teaching English as a Second Language OR EPSY 611	3		
EPSY 626	Prevention and Intervention At-Risk Hispanic Families	3	Maymester	
SPED 620	Bilingual Special Education	3		
SPSY 657	Bilingual Psychoeducational Assessment	4	Summer Alternate Years	

<b>E. <u>Prevention Science</u></b>		<u>Hours</u>	Semester Usually Offered/ Taken	Date Completed or Approved
EPSY 685	Special Topics in Prevention Science (may be taken as RPTS 684, COMM 685, HLTH 685)	3		
RPTS 670	Youth Development and Services	3		
RPTS 689	Social Policy and Youth Devel.	3		
PSYC 616	Treatment of Problem Behavior in Children and Families	3		
COMM 670	Health Communication Seminar (when applicable)	3		
COMM 669	Research in Health Commun.	3		
PHSB 604	Health Behavior and Social Ecology	3		
PHSB 624	Social Epidemiology	3		
PHSB 603	Social and Behavioral Determinants of Health	3		
HLTH 639	Behavioral Foundations in Health Education	3		
HLTH 609	Applied Epidemiology	3		
HLTH 632	Health Program Evaluation	3		
HLTH 630	Health Program Planning	3		
SOCI 626	Seminar in Law and Deviance	3		
SPSY 620	Seminar in Prevention Science	1		

<b>F. <u>Neuropsychology/Pediatric Psychology</u></b>		<u>Hours</u>	<u>Semester Usually Offered/Taken</u>	<u>Date Completed or Approved</u>
PSYC 609	Psychophysiology	3		
PSYC 639	Pediatric Psychology	3	Fall Alternate (odd) Years	
PSYC 640	Applied Physiological Psychology	3		
PSYC 649	Seminar in Behavioral Neuroscience	3	Spring	
EPSY 618	Neurodevelopmental and Genetic Disorders	3	Spring	
SPSY 615	Preschool Assessment	3	Spring	
SPSY 685	Directed Studies in Neuropsychology	3		
SPSY 683	Field Based Practicum in Neuropsychology or Pediatric Psychology	3		
NRSC	Neuroanatomy	4		
NRSC 644	Neural Development	3		
PSYC	Psychopharmacology	3		
Any other NRSC prefixed course				

<b>G. <u>Research Design</u></b>		<u>Hours</u>	<u>Date Completed or Approved</u>
EPSY 690	Special Topics in Research Design	3	
EPSY 630	Single Case Research	3	
EPSY 631	Program Evaluation in School and Clinic	3	
EPSY 643	Applied Multivariate Methods	3	
EPSY 651	Structural Equation Modeling	3	
EPSY 652	Hierarchical Linear Modeling	3	
EPSY 654	Longitudinal Data Analyses	3	
EPSY 653	Advanced Structural Equation Model	3	
EPSY 642	Meta-Analytic Methods	3	
EPSY 637	Grounded Theory Methodologies	3	
EPSY 655	Item Response Theory	3	
Other selected courses from EPSY, STAT, PSYC, SOCI, EHAD (excluding STAT 651-652) not counted toward core			

<b>H. <u>Human Learning &amp; Development</u></b>			<u>Hours</u>	Date Completed or Approved
EPSY 683F	Field Practicum in Instructional Psychology		1-4	
EPSY 678	Language, Learning, & Instruction		3	
EDCI 646	Instructional Theory		3	
EDCI 674	Developmental Reading in the Elementary School		3	
EDCI 675	Teaching Strategies & Patterns of Learning		3	
EPSY 647	Adult Development and Aging		3	
PSYC 603	Motivation & Cognitive Processes		3	
PSYC 636	Social Development		3	
EPSY 673	Learning Theories		3	
PSYC 615	Perceptual Processes		3	

<b>I. <u>Behavior Analysis and Autism* (in conjunction with Drs. Jeni Ganz, Mandy Rispoli, SPED)</u></b>			<u>Hours</u>	Date Completed or Approved
*SEFB 618	Applied Behavior Management		3	
*EPSY 630	Single Case Research		3	
*SPED 642	Program Development for Students with Behavior Problems		3	
*SPED 689	Special Topics in Advanced Behavior Analysis		3	
*SPED 689	Special Topics in Autism Spectrum Disorders		3	
EPSY 618	Neurodevelopmental and Genetic Disorders		3	
*Courses designated with asterisk are part of approved course sequence for BCBA certification if sufficient hours of experience (SPED practicum/field experience in BCBA) are obtained				

**Additional Program Requirements**

	<u>Hours</u>		Date Completed or Approved
Dissertation	<u>12</u>	2 <sup>nd</sup> - defense	
<b>TOTAL</b>	104-112+		



## NOTES:

1. For students entering from an undergraduate program (with Bachelors degree), 37 credits are used to fulfill the requirements for the M.Ed.; for all students, the doctoral degree plan must include a minimum of 67 credits. No more than 15 hours of practica (683) can be included on the doctoral degree plan; students may take more than that if they wish. Similarly, only 12 credits of SPSY 691 can appear on the degree plan, but students can register for more at Chair discretion.
2. Students should discuss and identify their strand with their intended Chair and Advisory Committee prior to completion of the degree plan to ensure that there is an appropriate match of interests and expertise. Within each strand of specialization, appropriate courses may be added as they are developed and identified. **The strands and courses listed here are suggestions only!** Students are expected to complete and file the doctoral degree plan by the end of their second year.
3. Doctoral Training Grant students (DTELL) are generally required to take a combination of courses from the Education for At-Risk Populations and Bilingual/ELL strands as prescribed by the grant program they came in with; the strand for DTELL students is more than 12 credits and **subject to approval of the DTELL faculty**, as well as the student's Chair and Advisory Committee.
4. The student's doctoral committee or the program faculty is always at liberty to require other such coursework as it deems necessary to remediate any deficiencies or to assist the student in reaching his/her career/educational goals.
5. It is the intent of the program that students will develop basic competence in instructional design and strategies, special education, and multicultural concerns in psychology and education.
6. It is expected that students entering with a master's or graduate degree will be able to waive hours in the above program. Questions on exemption of required courses should be referred to the faculty who teach comparable courses at TAMU; faculty may require the student to produce a syllabus, take an exam, or in some way demonstrate competency. Course substitutes or waiver approval are demonstrated on the Request to Waive or Transfer Credits for a Core Course form and filed in the student's educational file.
7. As required by the Department of Educational Psychology, students are encouraged to present research papers at a state, regional, or national conferences. In addition, students are encouraged to submit manuscripts for publication. Involvement in research with at least 1 publication submitted and 1 presentation is a **minimum expectation**. The policy anticipates that all students will participate in research before completing work on a dissertation. The EPSY Research Expectations are provided on this CD and on the EPSY website. The student's Chair and their Advisory Committee will monitor these activities in conjunction with the student.