

Minimum Course Requirements
SPSY Doctoral Program
Revised May 2016

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 and submitted online for approval by the Department Head and OGAPS.

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 professional experience that is deemed to be equivalent to the required course (see section on Direct to the Doctorate, p. XXX). Waived 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 coursework and relevant experiences with the instructor of the course they want to have waived. If waived, the faculty should complete the **Request to Waive or Transfer Credits for a Core Course** form documenting the rationale/basis for the exemption (see Direct to the Doctorate, p. 17-18. 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.

<u>Basic Psychological Sciences Core</u>		<u>Hours</u>	<u>Semester Usually Offered/Taken</u>	<u>Date Completed or Approved as Waived</u>	<u>Faculty Initial</u>
Note: The student must retake any course in which he/she receives a grade of "C" or below.					
√ EPSY 647	Life Span Development	3	Fall of Year 1		
√ SPSY 610	Child Psychopathology	3	Fall Year 1		
EPSY 689	**Histories of Psychology	3	Varies		
√ EPSY 621	Clinical Neuropsychology	3	Summer		

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

<u>Research, Measurement, Statistics Core</u>		<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 are required to retake the course.					
EPSY 635*	Statistics OR	3	Fall Year 1		
STAT 651*	Statistics				
EPSY 625	Advanced Behavioral Measurement	3	Fall or Spring Year 2 or 3		
EPSY 636§	Techniques of Research	3	Fall/ Spring/ Su Year 1		
√ EPSY 640	Experimental Design in Education I	3	Fall/ Spring Year 1 (Year 2 if need to take prerequisite coursework)		
√ EPSY 641 **	Experimental Design in Education II	3	Spring/Fall Year 1 or after completion of EPSY 640)		
EPSY ---	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; prerequisite to EPSY 640. 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.

<u>Professional School Psychology Core</u>		<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.					

√ EPSY 605	Effects of Culture, Diversity, & Poverty on Children and Youth	3	Fall Year 2		
√ SPSY 611	Introduction to School Psychology: Legal, Ethical & Credentialing Issues	1+1+1	Fa, Spr, Su Year 1		
√ SPSY 612	Individual Assessment of Children's Intelligence	4	Spring Year 1		
SPSY 614**	Integrated Assessment Practicum	3	Spring Year 2		
√ SPSY 617**	Emotional Disturbance in Children	3	Fall Year 2		
√ SPSY 642	Behavioral Assessment and Intervention	3	Spring Year 1		
√ SPSY 643	Academic Assessment and Intervention	3	Fall Year 1		
√ SPSY 641	Child Therapy for School Behavior Problems	3	Spring Year 1		
√ SPSY 644**	Child Therapy - Advanced Theory and Techniques	3	Su Year 1		
SPSY 628	Consultation: Theory and Techniques	3	Spring Year 2		
SPSY 638	Systems Consultation and Prevention Science	3	Fall Year 2 or 3		
SPSY 683C**	Field Based Experience: Child Therapy (2 semesters; must be approved by program)	3+3	Fall-Spring or Spring-Su Year 2		
SPSY 683D**	Field Experience: Schools (2 semesters; must be approved by program)	3+3	Fall-Spring Year 3		
SPSY 683E	Supervision Seminar and Field Experience (1 semester; must be approved by program)	1	Fall/Spring Year 4		
SPSY 684**	Internship in Professional Psychology (year long; must be approved by program)	2+2+2	Fall, Spring, Su Year 5		

** Requires prerequisites.

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 a strand that meets their individual 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.

A. <u>Child and Family</u>		<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	Varies	
SPSY 645	Advanced SocialEmotional Development	3	Varies	
SPSY 683*	Field Experience (elective)	1+		
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. <u>Education for At-Risk Populations</u>		<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		

C. <u>Reading, Literacy, and Language</u>		<u>Hours</u>	Semester Usually Offered/ Taken	Date Completed or Approved
<i>*Required components</i>				
*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		
SPED 630	Early Literacy	3		
SPED 617	Adolescent Literacy	3		
RDNG 615	Theories of Reading Process	3		
EDCI 689	Literacy and Language	3		

D. <u>Bilingual/ELL</u>		<u>Hours</u>	Semester Usually Offered/ Taken	Date Completed or Approved

SPSY 685 & SPSY 683	Mexico Study Abroad	6	Maymester (if offered)	
EPSY 610	Hispanic Bilingual Assessment and Monitoring Students	3		
EPSY 613	Spanish/English Biliteracy	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	

E. <u>Prevention Science</u>		<u>Hours</u>	<u>Semester Usually Offered/ Taken</u>	<u>Date Completed or Approved</u>
Contact Dr. Blake, Chair of the Prevention Science Certificate, for more information				
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		

F. <u>Neuropsychology/Pediatric Psychology</u>		<u>Hours</u>	<u>Semester Usually Offered/Taken</u>	<u>Date Completed or Approved</u>

PSYC 609	Psychophysiology	3		
PSYC 639	Pediatric Psychology	3		
PSYC 640	Applied Physiological Psychology	3		
PSYC 649	Seminar in Behavioral Neuroscience	3	Spring	
EPSY 618	Neurodevelopmental and Genetic Disorders	3		
EPSY 634	Educational Neuroscience	3	Fall	
SPSY 615	Preschool Assessment	3		
PSYC 650	Clinical Psychopharmacology	3		
SPSY 685	Directed Studies in Neuropsychology	3		
SPSY 683	Field Based Experience: Neuropsychology or Pediatric Psychology	3		
NRSC 644	Neural Development	3		
Any other NRSC prefixed course				

G. <u>Research Design</u>		<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) course in statistics, psychometrics, research design and qualitative methods that are not counted toward core)			

H. <u>Human Learning & Development</u>		<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	

I. <u>Behavior Analysis and Autism* (in conjunction with Dr. Jeni Ganz, SPED)</u>		<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 the 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 nd year-defense	
TOTAL	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 major area of interest /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. Students entering with a Master's degree will be blocked from registration for Summer of second year until a degree plan has been submitted and approved.
3. 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.
4. It is the intent of the program that students will develop basic competence in discipline specific knowledge as well as professional competencies in ethical and legal standards, professional values and standards, research, diversity, communication, assessment, intervention/treatment, consultation, and supervision/teaching.
5. 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 (see also Student Handbook, p. 74).
6. As required by the Department of Educational Psychology, students are required to present research papers at a state, regional, or national conferences. In addition, students are expected 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. Research productivity will be reviewed annually by program faculty.
7. Minimal levels of achievement (MLA) include $GPA \geq 3.0$ consistent with OGAPS for all coursework on the degree plan; field supervisor ratings indicative of competencies in practice; obtaining the score required for licensure as LSSP (TX) or national certification on the PRAXIS II School Psychology examination; a score ≥ 550 on the Advanced Psychology GRE; evidence of engagement in research and dissemination of new knowledge through conference presentation and publication; and initiation and conduct of original research (dissertation). Student year in the program is considered in relation to their level of achievement (i.e., the same expectations do not apply for first and fourth year students). See Annual Review process in Student Handbook on p. 39-41, 63-67, and 76.