



School Psychology Program Texas A & M University

Student Admissions, Outcomes, and Other Data Disclosure of Education/Training Outcomes Allowing for Informed Decision-Making to Prospective Doctoral Students Updated August 2013

Goal Statement, Objectives, Training Model

The Ph.D. program in School Psychology at TAMU prepares its graduates following the traditional “Boulder Conference” model of education and training as scientist practitioners. The primary goal of the program is the development of psychologists who recognize the importance of scholarly inquiry and the application of various methods to the resolution of problems encountered in daily practice, teaching, continuing professional development, and the discipline at large. The program strives to train psychologists capable of contributing to the health care of children and adolescents, from varying perspectives, related to mental, academic, emotional and behavioral difficulties, as related to schools and the educational process, at individual and systems levels. As of 2013, the program has adopted a prevention and implementation science framework for conceptualizing the knowledge and skills needed. Major training goals revolve around professionalism/ethics and broad and general knowledge/skills. Specific training objectives/learning outcomes include:

- Students will demonstrate mastery of the knowledge in basic psychological foundations; professional, legal, and ethical issues; and educational foundations;
- Students will demonstrate clinical skills in psychological and psycho-educational assessment, prevention, and intervention with children, adolescents, and families that involve application of concepts, theories, and translation of empirical knowledge to practice;
- Students will demonstrate the ability to be critical consumers of, and to appropriately conceptualize and carry out research as part of inquiry and evaluation;
- Students will demonstrate the ability to exercise sound ethical judgment and exhibit appropriate professional behavior and data-based decision-making as would be expected for practice or research;
- Students will demonstrate the ability to communicate effectively, in oral and written forms, and work appropriately with a variety of individuals (children, parents, school personnel, other professionals);
- Students will demonstrate the ability to work effectively with diverse populations.

Core Faculty:

Jamilia J. Blake, Ph.D. (U of Georgia)
Nathan Clemens, Ph.D. (Lehigh University)
Krystal T. Cook, Ph.D. (Texas A&M University)
Jorge E. Gonzalez, Ph.D. (U Nebraska—Lincoln)
Jan N. Hughes, Ph.D. (U Texas)
William A. Rae, Ph.D. (U Texas)
Cynthia A. Riccio, Ph.D. (U of Georgia)

Associated Faculty:

Michael J. Ash, Ph.D., Emeritus Faculty (Arizona State U)
Constance J. Fournier, Ph.D., Special Education (U Texas)
Jeffrey Liew, Ph.D., Learning Sciences (Arizona State U)
Cecil R. Reynolds, Ph. D., Emeritus Faculty (U of Georgia)

Student Characteristics

The School Psychology program has a longstanding history of recruiting and retaining students from diverse backgrounds. About one-quarter of the students enter with a Master’s degree in school psychology or related field; the remaining three-quarters enter with a Bachelor’s degree, usually from psychology or educational backgrounds. Approximately 39% of students in the program speak at least one language other than English; most frequently, this is Spanish. Consistent with the field, in most cohorts, the majority of students are female (89%). Of 46 enrolled students for 2012-2013, 52% were White, non-Hispanic, 17% were African American, 17% were Hispanic/Latino, and 14% were Asian/Pacific Islander.

Admissions and Graduation Requirements

We use a multi-dimensional approach to admissions. Although not used as a single criterion, GRE scores are considered as part of the admissions process. For this reason, it is recommended that students who do not initially obtain GRE scores (V+Q) of at least 1000 (old scoring system) or 310 (new scoring system) retake the test to strengthen their application. In addition to GRE scores, faculty consider undergraduate (and graduate, if applicable) GPA, letters of reference, membership in relevant professional organizations, involvement in research activities, and relevant work experience, as well as personal characteristics such as prior experience working with diverse populations and bilingual status. Graduation requires completion of a planned program of study, specialization, various field experiences, research activities, a 12 month internship, and completion of an independent research study/dissertation. Students must meet residency requirements and maintain good academic standing, as well as exhibiting appropriate professional behaviors.

Program Costs

Educational expenses for nine months will vary according to personal needs and course of study. The Financial Aid Office's basic budget for a new graduate resident student including tuition and fees, books, supplies, transportation, on-campus room and board, incidental and living expenses comes to approximately \$19,878. Total expenses for a returning student during an academic year should be slightly less than those for a new student. The cost for a new non-resident or international student is approximately \$26,012. The most current information available will be maintained on the website sbs.tamu.edu. Information on financial assistance is also available on that site and on the program website: <http://spsy.tamu.edu>.

Description	2012-2013 1 st year cohort
Tuition for full-time students (in-state) for 12 credits Fall & Spring, 6 credits in summer	\$4077.90
Tuition for full-time students (out-of-state) for 12 credits Fall & Spring, 6 credits in summer	\$12,000.49
University/Institution fees or costs	\$1,604.59
Additional estimated fees or costs to students (e.g., books, travel, liability insurance, professional memberships)	\$2,500.00

Time to Completion

Students entering with a bachelor's degree can expect to take 5 years to complete the doctoral program, including the 1-year internship and dissertation. This is full-time study, including summer coursework and field work. Students entering with a Bachelor's degree obtain a Master's in Education before the Ph.D. The following table shows the range of time to completion of the doctorate from point of enrollment. Table for those entering with advanced degrees follows the table below:

<i>Time to Completion for Students Entering with a Bachelor's Degree</i>														
Outcome	Year in Which Degrees Were Conferred													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Total number of students with doctoral degrees conferred on transcript	5	6	7	8	9	7	6							
Mean number of years to complete the program	5.2	5.2	5.3	5.1	5.4	5.6	6.0							
Median number of years to complete the program	5	5	5	5	5	5	5							
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in Less than 5 years	0	0	1	17	0	0	0	0	0	0	0	0	0	0
Students in 5 years	4	80	4	66	5	71	7	87	6	67	3	43	4	67
Students in 6 years	1	20	0	0	2	29	1	13	2	22	3	43	0	0
Students in 7 years	0	0	1	17	0	0	0	0	1	11	0	0	1	17
Students in More than 7 years	0	0	0	0	0	0	0	0	0	0	1	14	1	16

Attrition

A total of 136 students have been enrolled in the program from Fall 2006 – Summer 2013. Of those 65 students who entered the program in Fall 2006 or later, 6 left the program prior to completing the doctorate (9.23% attrition). In some cases, students elect to take a Master’s degree rather than pursuing the doctorate, or choose to transfer to a different program either at TAMU or another institution. In other cases, students have been unable to complete the program due to family or health issues.

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
First Year Enrolled	13		11		8		11		9		10		8	
Doctoral Degrees Conferred on Transcript	10	77%	10	91%	5	63%	0	0	0	0	0	0	0	0
Still Enrolled	0	0%	1	9%	2	25%	11	100%	5	56%	9	90%	8	100%
No Longer Enrolled for Reason Other than Degree Conferred	3	23%	0	0	1	12%	0	0	4	45%	1	10%	0	0

Graduate Outcomes

Employment: Of the 71 students who graduated in 2004 or later, all who sought employment have obtained same. The majority of these students (approximately 41%) are employed primarily in school settings; 25% are in hospital/clinic settings, some with academic appointments; and 14% are in academic settings. The remaining graduates employed are in private practice or have a combination of employment settings. Only three graduates (4.2%) are currently not employed outside of the home and it is by their choice.

Licensure/Certification for School-Based Employment: Programs are required to report the number and percentage of program graduates who have become licensed psychologists within the preceding decade. Of students who graduated from Fall 2003 - Summer 2011 (n=70), 51.43% have obtained licensure as a Psychologist; 4 additional students (5.7%) are Provisionally Licensed in Texas (have passed EPPP and will be licensed pending completion of the oral examination); 97% have obtained the minimum credential (license or certification depending on state where employed) for school-based practice.

Outcome	2003-2004 to 2010-2011
Total number with doctoral degrees conferred for time period	75
Number who became licensed psychologists in time period	41
Licensure percentage	54.47%

Additional information can be obtained by contacting:

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Cyndi Riccio, Director of Training 979 862-4906 criccio@tamu.edu

Website: <http://spsy.tamu.edu>



**The School Psychology Program at Texas A & M University is fully
accredited by the American Psychological Association (APA)
Office of Program Consultation and Accreditation
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**The Program is approved by the
National Association of School Psychologists (NASP)**