School Psychology Student Handbook

2017-2018

The School Psychology Program at Texas A & M University is fully accredited by the American Psychological Association (APA)
Office of Program Consultation and Accreditation
750 First Street, N.E.
Washington, DC 20002-4242
(202) 336-5979

The Program is approved by the
National Association of School Psychologists (NASP)

School Psychology Student Handbook

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I. Texas A&M University

Texas A&M University is a land, air, and sea grant institution accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Texas A& M espouses a culture of excellence with 12 imperatives that set the tenor of education and training across the university. Of the 12 imperatives identified in Vision 2020 (vision2020.tamu.edu/the-twelve-imperatives), many of which are consistent with the mission of the Department and the School Psychology program. The first is geared toward ensuring high quality faculty for teaching, research, and scholarship, including ensuring adequate numbers of high faculty. The second is specific to strengthening graduate programs through a dynamic, exciting, and discovery-driven intellectual environment. This is extended to building on the tradition of professional education with profession programs preparing graduates for entry into a complex world. Vision 2020 supports the program commitment to diversity and meeting the needs of the State of Texas.

At the University level, all graduate students are subject to the administrative oversight of the Office of Graduate and Professional Studies (OGAPS) for meeting degree requirements. OGAPS also provides support to graduate students through fellowships, dissertation grants, and other resources, including an Ombudsperson (see http://ogaps.tamu.edu/New-Current-Students/Ombudsperson). At the College level, the College of Education & Human Development (CEHD) has provides support to students through fellowships, support for travel abroad as part of globalization, and dissertation grants. The CEHD strategic plan directly addresses the generation, dissemination, and application of new knowledge that supports improved practice and policy including the areas of health and achievement disparities; multi-disciplinary collaborative efforts; lifelong learning and wellness; enhancing and rewarding diversity within a climate of inclusion, equity, and respect for students, faculty, and staff; and preparing research scholars for the professoriate. The CEHD also encourages and supports the recruitment of faculty and students from diverse backgrounds.

II. The Department of Educational Psychology (EPSY)

The Department of Educational Psychology is one of four departments in the College of Education & Human Development (CEHD). The department heads of the various departments work with the Dean of the CEHD on matters of departmental or college interest. The EPSY strategic plan mirrors the CEHD strategic plan and Vision 2020. The University, CEHD, EPSY and the program strive for increasing the diversity of both students and faculty, as well as recognition of and respect for individual differences.

At the graduate level, the department offers the Master of Science (M.S.), Master of Education (M.Ed.), and Doctor of Philosophy (Ph.D.) degrees. Doctoral specializations include school psychology (APA accredited, NASP approved), counseling psychology (APA accredited), educational psychology, special education, and educational technology. At the master's level, specializations are: school counseling, educational technology, special education, bilingual education, and educational psychology/learning sciences. The School Psychology program has established connections with the other programs in the Department, as well as across the CEHD. Within the Department, the strongest relationships are with the Learning Science/Research, Measurement Statistics (RMS) program, Special Education, and Counseling Psychology. Many of our students take courses offered within these programs, with the RMS courses required. In addition, students often take courses in Psychology, Sociology, Health Education, and other Departments across the University.

The Department of Educational Psychology also offers undergraduate courses designed to assist prospective educators in understanding human learning and development, and in basic statistical principles. These courses are presented as a service to students who are majoring in various fields of study other than educational psychology, and who require these service courses for teacher certification with the Texas Education Agency or similar agencies in other states.

II. Program Philosophy and Goals of the Doctoral Training Program in School Psychology

The TAMU doctoral-level School Psychology program endorses and subscribes to the scientist-practitioner model for the training of professional health service psychologists. The primary goal of the program is the preparation of psychologists capable of contributing to the academic, emotional, and social-behavioral well-being of children and adolescents through direct and indirect services, as well as to the science that informs psychological practice. The interaction of science and practice embraces the idea that practice needs to be evidence based, and that the evidence base needs to be informed by practice.

The program's philosophy and goals are based on a developmental systems and a prevention science model of school psychological practice (Figure 1). Through the identification of risk factors and maladaptive behaviors indicative of unhealthy outcomes or negative developmental trajectories, prevention science seeks the development of systems to mitigate risk and promote healthy development. Prevention science is uniquely relevant to school psychology because school psychology draws from diverse disciplines in the identification, prevention, and remediation of problems in learning, social and emotional functioning, and mental health as well as in the promotion of resiliency at the child, family, and system levels.

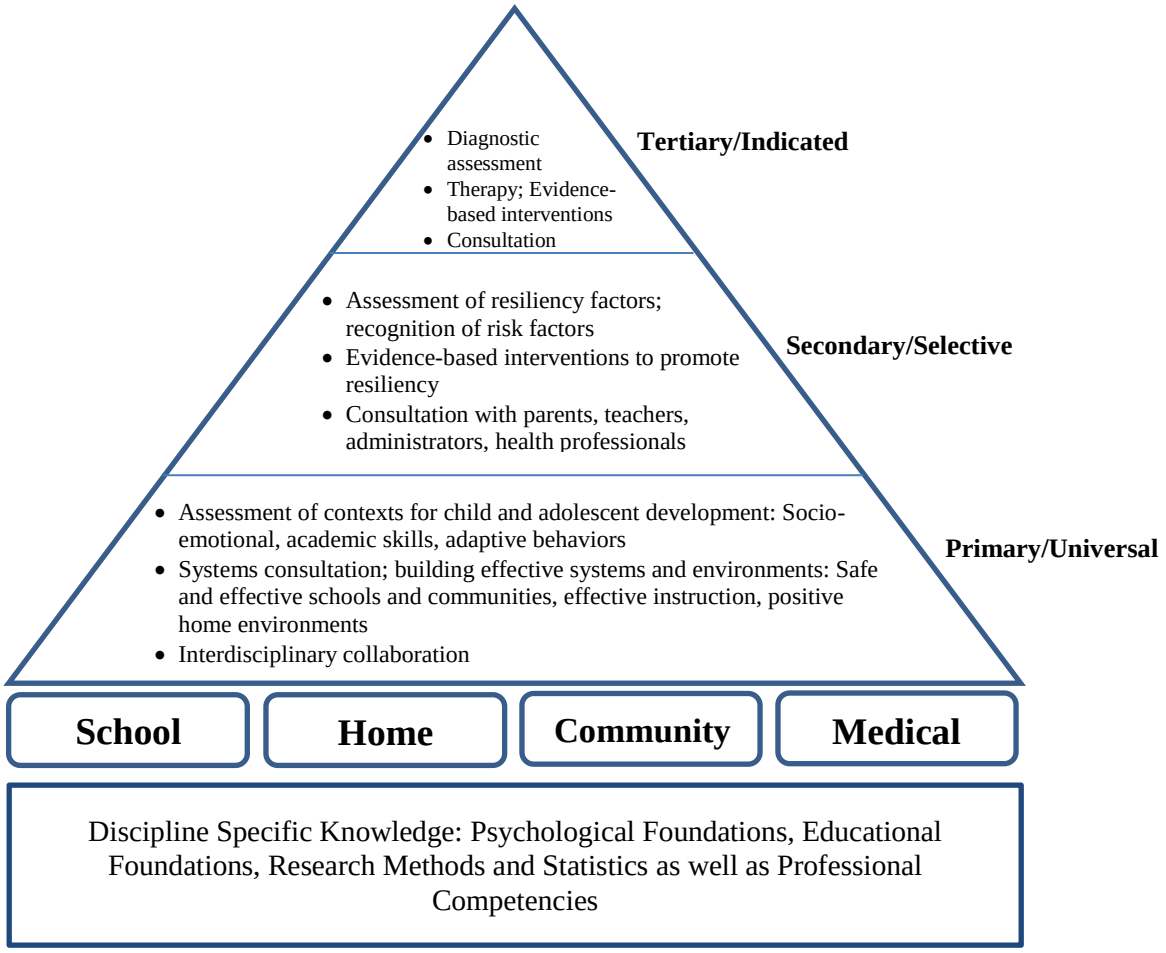
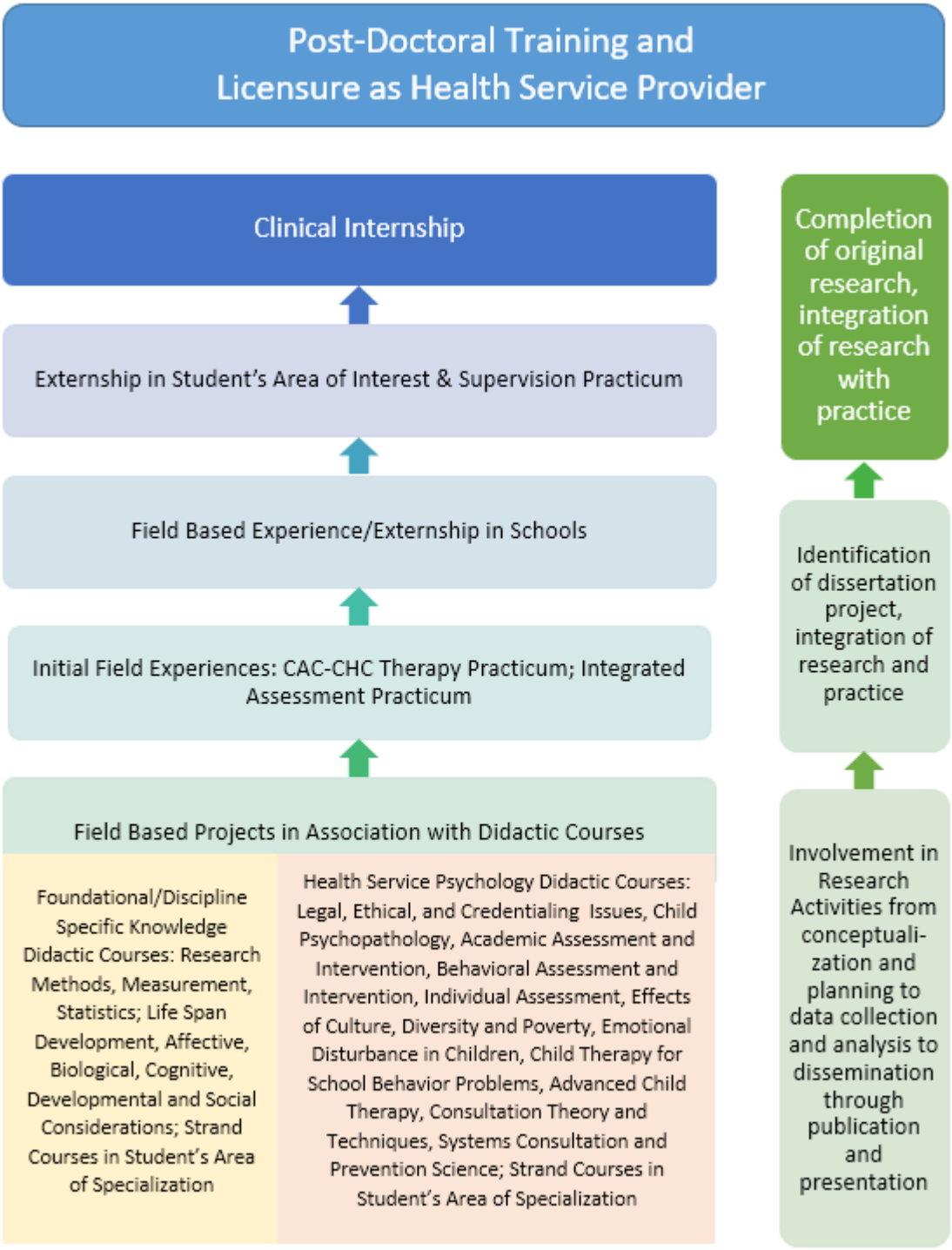


Figure 1. **School Psychology Training within a Prevention Science Model**

PhD in School Psychology
Training Schematic



Prevention Science Model

Training school psychologists under a prevention science model emphasizes the development of skills needed to be effective and indispensable service providers across settings and across the tiers of prevention and treatment (i.e., primary, secondary, and tertiary). School psychology training within the primary tier targets a comprehensive understanding of child and adolescent development, including the systems and environments that promote healthy trajectories in areas such as socio-emotional development, academic skills, and learning-related behaviors. At the secondary tier, training emphasizes assessment skills to recognize resiliency factors as well as risk indicators, and the effective implementation of consultation and other intervention strategies to promote resiliency and prevent problem escalation. Training of school psychologists within the tertiary tier emphasizes skills in assessment as well as direct and indirect interventions to mitigate and reduce effects of the most significant educational and behvavioral problems illustrative of child psychopathology.

A related component to prevention science is implementation science. Throughout the course of training, particular attention is devoted to the identification and evaluation of evidence-based interventions, as well as evidence-based assessment practices that translate directly to intervention strategies, data-based decision-making, and skills in working effectively with key stakeholders across school, home, community, and medical settings. Implementation science addresses the 'how' of adopting evidence-based practices in various settings, including schools with consideration of context and culture. Implementation science has special significance to school psychology because of the nature of delivery of school psychology services, including use of evidence-based practice for assessment, intervention, and consultation; the diverse populations in schools, medical and clinical settings, and communities; and the significance of organizational characteristics and climate to the ability of school psychologists to function effectively.

The emphasis on school psychology reflects the belief that effective services to children, youth, and families can best be provided within a training model that reflects an integrative, systems based, approach to mental health. Under this model of combined practice it is assumed that psychologists are educated and trained in the science and practice of psychology, education, and child development. Both prevention and implementation science are key to improving children's outcomes and what is evidence-based relies on good science. Within the prevention science model, the need for research to inform practice, as well as practice to inform research is emphasized. Rigorous academic standards are maintained, and teaching and research experiences are provided so students may successfully compete for academic positions at colleges and universities throughout the country.

Program Goals for Student Outcomes

To this end, the program's primary goals for student outcomes reflect the dual emphasis on research and practice:

- Students will demonstrate an understanding of basic content areas in psychology, as well as professional issues, including ethical, legal, individual and cultural diversity, communication, and quality assurance principles necessary for professional competencies in assessment, intervention, consultation, and supervision; and
- Students will demonstrate scientific knowledge and methods specific to research, and the integration of the science of psychology within the contextual framework that science and practice are interconnected.

With these two goals in mind, the **discipline specific training objectives and profession-wide competencies (i.e., learning outcomes)** of students in the program are:

Discipline Specific Knowledge Category I

Competency:	***Understanding and knowledge of the historical perspectives on major ideas in psychology, including school psychology***
Required academic/ training activities	SPSY 611 (Fall semester – specific to SPSY); SPSY 610 (Child Psychopathology); graduate level course in Histories of Psychology or comparable unless undergraduate major in Psychology
How assessed	Advanced Psychology GRE with score ≥550; course grades
When assessed	Annual review and in conjunction with written and oral comprehensive examinations
Competency:	***Understanding and knowledge of the basic content areas: Affective, Biological, Cognitive, Developmental, and Social Aspects of Behavior with application in practice***
Required academic/ training activities	SPSY 611 Fall semester; EPSY 621 (developmental and biological bases of typical and atypical behavior); EPSY 647 (life span development);
How assessed	Discussion, Course Grades, Advanced Psychology GRE with score ≥550
When assessed	Annual review with faculty- and self-evaluation; Advanced Psychology GRE as part of comprehensives

Discipline Specific Knowledge Category II

Competency:	***Understanding and Advanced Integrative Knowledge of Content Areas with application in practice***
Required academic/ training activities	SPSY 612 (Individual assessment); SPSY 614 (Integrated assessment), SPSY 617 (ED assessment; SPSY 683 (Case conceptualization from differing perspectives in field experiences)
How assessed	Discussion, Reports (Intake, Assessment), Supervisor Evaluations of Field Experiences, Course Grades
When assessed	Each semester by course instructor and/or supervisor; Annual review with faculty- and self-evaluations

Profession-Wide Competencies

Competency:	***Understanding and knowledge of Research Methods and Psychometrics***
Required academic/ training activities	EPSY 640-641 (Experimental design in Education I, II); one additional course in RMS core; SPSY 643, 612, 617, 614 & EPSY 625 (psychometrics, standards and measurement theory); Involvement in research activities from literature review, hypothesis development, hypothesis testing/research design, data collection, data entry, publication and presentation of research study
How assessed	Course grades; author/co-author of presentation at national conference; author/co-author of manuscript (research paper, test review, book chapter); dissertation study and defense; portfolio review
When assessed	Each semester by course instructor; annual review with faculty- and self-evaluations
Competency:	*Understanding and knowledge of Ethical and Legal Standards* (APA principles and code of conduct; relevant laws and policies at organizational,

	local, regional, state, and national level) with adherence to these standards in practice
Required academic/ training activities	SPSY 611 (Spring and Summer – ethical principles and recognition of ethical dilemmas); infused in all SPSY courses and field experiences
How assessed	Course grades; discussion of ethical dilemma and decision-making (SPSY 611); supervisor evaluations for field experiences
When assessed	Each semester by course instructor and/or supervisor for field experiences; annual review with faculty- and self-report
Competency:	***Understanding and knowledge of Individual and Cultural Diversity*** (self-awareness, relevant theories, integration of individual and cultural diversity in case conceptualization, ability to work with individuals from diverse backgrounds) and the extension and application of this knowledge in practice
Required academic/ training activities	EPSY 605 (culture, diversity, disparity); infused across all SPSY courses and field experiences
How assessed	Course grades; case conceptualizations in supervision
When assessed	Each semester by course; supervisor for field experiences; annual review with faculty- and self-report
Competency:	***Understanding and demonstration of the Professional Values, Attitudes, and Behaviors*** (Values and attitudes of professional psychology including integrity, deportment, professional identity, self-reflection, overall professional effectiveness) expected for Health Service Psychologists
Required academic/ training activities	SPSY 611 (all semesters); all courses and field experiences; all research activities
How assessed	Course requirements and grades; supervisor evaluation for each field experience
When assessed	Each semester by course and field experiences; annual review with faculty- and self-report
Competency:	***Demonstration of Communication and Interpersonal Skills*** (maintenance of effective relationships, ability to produce and comprehend verbal, nonverbal and written communications for varying audiences) in academic, social, and professional arenas
Required academic/ training activities	All coursework and field experiences; participation in research activities
How assessed	Participation, presentations, individual and group assignments, assessment reports, intake reports, summary/termination reports; other written work (e.g., research write-ups)
When assessed	Each semester by course and field experiences; annual review with faculty- and self-report
Competency:	***Understanding, knowledge, and demonstration of competencies associated with Assessment***
Required academic/ training activities	SPSY 612, 614, 617, 642, 643; SPSY 683 Field Experience: Child Therapy, SPSY 683- Field Experience: School Based Experience
How assessed	SPSY 612 (video, test administration to volunteers, one-on-one live check out, scoring of protocols, reports generated), 614 (actual cases in CAC, BISD, protocols and live observation, reports generated, individual and group supervision), 617 (contrived cases, reports generated), 642 (actual cases in school with write up for teacher), 643 (actual cases including FBA and report for teacher); for all SPSY 683 field experiences, use of data in

	intervention planning and as part of data-based decision-making, individual and group supervision, review of reports generated
When assessed	Each semester by course; supervisor(s) for all SPSY 683 field experiences; annual review with faculty- and self-report
Competency:	***Understanding, knowledge, and demonstration of competencies associated with Intervention***
Required academic/ training activities	SPSY 641, 644 for therapy; SPSY 643 for academic; SPSY 642 for behavioral; SPSY 683 field experiences
How assessed	SPSY 641 (role plays); SPSY 644 (role plays with volunteers); SPSY 643 (develop academic intervention plan); SPSY 642 (develop behavioral intervention plan); SPSY 683 Field Experience: Child Therapy (implementing intervention); SPSY 683 Field Experience: School Based Experience (developing and implementing interventions)
When assessed	Each semester by course; supervisor(s) for all SPSY 683 field experiences; annual review with faculty- and self-report
Competency:	***Understanding and knowledge of approaches of Supervision and Teaching***
Required academic/ training activities	SPSY 683 Field Experience: Supervision (Advanced students engage in apprenticeship with supervisor of record)
How assessed	Participation in weekly discussion of models, practices, ethics of supervision; reflection paper on supervision; feedback from supervisors with whom they apprenticed
When assessed	Semester enrolled in the Supervision Practicum; annual review with faculty- and self-report
Competency:	***Understanding, knowledge, and demonstration of competencies associated with Consultation and Interprofessional/Interdisciplinary Skills***
Required academic/ training activities	SPSY 628, 638; SPSY 683 Field Experiences: Child Therapy, School Based Experience
How assessed	SPSY 628 (work with in-service teachers in Bilingual Education); SPSY 638 (writing mock grant for systems change); SPSY 683 evaluation by supervisors if consultation or interprofessional interactions were a component of the field experience
When assessed	Each semester by course; supervisor(s) for all SPSY 683 field experiences; annual review with faculty- and self-report

Specific objectives and how outcomes are measured are specified in individual course syllabi with an emphasis on incorporation of primary source materials and integration of empirical work that represents the state of the topic area for the course. Activities across courses emphasize critical thinking, communication skills, and integration of knowledge for application to practice. For formative evaluation, these competencies are addressed by the instructors of the courses and field supervisors. Minimum level of achievement (MLA) is based on the OGAPS requirement of GPA of 3.0 or higher; however, students are required to re-take or complete remediation activities for any School Psychology (SPSY) core course in which they do not obtain a B or better, and meet additional expectations. These are discussed in more detail as part of the annual review process (see pages 41-43, 62-67, 74).

III. Model and Mission of the School Psychology Program (Adopted January 1996; Revised May 2013)

The Ph.D. program in School Psychology at Texas A&M University prepares its graduates for careers as Scientist Practitioners, following the traditional "Boulder Conference" model of education and training. We subscribe to a School Psychology training emphasis that promotes an integrated and

coordinated health service delivery model, which includes universal, selective, and indicated interventions, both preventive and responsive. We expect our graduates to pursue careers in academic or applied practice settings not limited to schools, to be health services providers for children, youth and families, both in and out of schools, and to contribute to the knowledge base of School Psychology by conducting and publishing empirically-based research products. We seek to prepare psychologists capable of facilitating growth in the development, learning, and behavior of children, youth and families. We view children's learning and adjustment as reflecting the reciprocal nature of behavior that includes the school environment, home, community, and cultural context in multiple and complex, interacting systems. Our approach to training endorses the view that children and youth are our primary clients, with the understanding that they can be best served with a knowledge of, and involvement by, the multiple and interacting components of the various systems (macro to micro) in which children function. This leads to a service delivery model that can be applied across numerous settings. Although the school may be the primary service delivery setting, homes, clinics, hospitals, and community-based agencies will often be service targets. Additionally, while the child is the client of interest, skills in problem-solving, systems consultation, family and organizational interventions are addressed. Finally, our approach requires a knowledge of the importance of individual diversity (including age, culture, disability, ethnicity, gender, gender identity, language, national origin, race, religion, sexual orientation, and socioeconomic status) among individuals and groups, and of the importance of cross-cultural competence in understanding human behavior and change.

Our emphasis on school psychology reflects our belief that effective services to children, youth, and families can best be provided within a training model that reflects an integrative approach to mental health. Under this model of combined practice, it is assumed that psychologists are educated and trained in science and practice of psychology and child development. An emphasis on schools is critical for two reasons. One, as a location, schools are routinely the site for delivery of services that are consumer driven, accessible, coordinated, family-centered, and comprehensive (including primary prevention) and are often the defacto source of mental health services for many children and youth. Two, as a content area, a knowledge of school-based systems involves additional expertise in educational and instruction learning processes, as well as critical factors in health development for children and youth. As professional psychologists, graduates of the training program can apply their knowledge of schools and educational issues, along with their knowledge of systems, to improve the outcomes of children and youth in any setting.

At the same time, it is recognized that children and families may be encountered in a variety of settings. Through coursework, practica, and research, the program:

- Emphasizes students' abilities to work effectively with diverse populations and multicultural competence related to the practice of psychology across settings
- Addresses achievement and mental health disparities among diverse populations across courses
- Provides opportunities to work with individuals from diverse backgrounds in field experiences to the extent possible
- Maintains rigorous academic standards with courses incorporating empirical research, research critique, related primary readings, original empirical research, and various instructional approaches in addition to the foundations laid by books or chapters
- Equips students to work in a variety of private and institutional settings, in addition to private and public schools
- Provides teaching and research experiences so students may compete for academic positions at colleges and universities throughout the country

- Provides opportunities for experience in supervision so that they can take on leadership positions and provide supervision in whatever setting they are in

IV. EPSY Faculty and Research Interests

There are 47 faculty members in the Department of Educational Psychology, including 4 Emeriti faculty, with a variety of research and applied interest areas and a range of experiences and backgrounds. Within the Department, there are four (4) core faculty and five (5) faculty members closely associated with the School Psychology program (Bold Print); a fifth core faculty position is currently vacant. School Psychology works closely with other programs in the EPSY Department, as well as with Department of Psychology faculty, the School of Public Health, and other faculty across the University.

Departmental Faculty	**Professional and Research Interests**
Sandra Acosta, Ph.D. Texas A & M University (2010)	Bilingual Education, Leadership, Parent Involvement, Teacher Training
Joyce Alexander, Ph.D. University of Georgia (1992) **Dean, CEHD**	Children's Learning Science Education Cognition
Eunkyeng Baek, Ph.D. University of South Florida (2015)	Multi-level Modeling Longitudinal and Single Case Design Bayesian Estimation
Jamilia Blake, Ph.D. **University of Georgia** **(2007)**	**Children's Peer Relations** **Ethnic and Gender Differences in Peer-Directed Aggression**
Lisa J. Bowman-Perrott, Ph.D. University of Virginia (2001)	Emotional and Behavioral Disorders Cultural Factors Dropout Prevention Single case research, meta-analysis
Daniel F. Brossart, Ph.D. University of Missouri - Columbia (1996) Currently Deployed	Process and Outcome Research Individual and Group Psychotherapy Intervention Research
Mack D. Burke, Ph.D. University of Orgeon (2001)	Positive Behavioral Support Direct Instruction Curriculum-Based Measurement
Glenda Byrns, Ph.D. Texas A & M University (2006)	Language and Language Development Preservice Teacher Education
Linda G. Castillo, Ph.D. University of Utah – Salt Lake City (1999)	Acculturation & Bicultural Issues Multicultural Training Racial Prejudice

	Mexican American K-16 Education
Sara Castro-Olivo, Ph.D. **University of Oregon** **(2007)**	**Culturally Responsive Social-Emotional and Behavioral Interventions** **Resilience in CLD populations** **Issues in Bilingual School Psychology**
Timothy R. Elliott, Ph.D. University of Missouri – Columbia (1987)	Rehabilitation Psychology Family and Caregivers in Rehabilitation Telehealth
Idean Ettekal, Ph.D. Arizona Sate University (2016)	Social and Emotional Development, Antisocial Behavior, Bullying and Peer Victimization
Melissa Fogarty, Ph.D. Texas A& M University (2012) Visiting Assistant Professor, SPED	Early Literacy, Adolescent Literacy Teacher Education Implementation Fidelity
Constance J. Fournier, Ph.D. **University of Texas at Austin** **(1987)**	**Special Populations** **Children with Chronic Illnesses** **Children with ADHD** **Inclusion Issues**
Jeffrey R. Gagne, Ph.D. Boston University (2007)	Child Development, Self-Control
Jennifer Ganz, Ph.D. University of Kansas (2002)	Autism Spectrum Disorders Behavioral Intervention Academic Intervention
Carly B. Gilson, Ph.D. Vanderbilt University (2017)	School to work transition Inclusive post-secondary programs Technology, family and community supports
Shanna Hagan-Burke, Ph.D. University of Oregon (1998) **Department Head, EPSY**	School-wide Discipline Academic Interventions for Students with EBD Positive Classroom Management Functional Behavioral Assessment
Jan N. Hughes, Ph.D. **University of Texas at Austin** **(1976)** **Emeritus Faculty**	**School Psychology** **Social and Emotional Development and Interventions** **Prevention Science**
Shasta Ihorn, Ph.D. **University of Texas** **(2013)**	**Mental Health Consultation and Education** **Culturally and Economically Diverse Groups** **Client-centered Practices**

Visiting Assistant Professor (SPSY)

Joyce Juntune, Ph.D. Texas A&M University (1997)	Gifted and Talented Education Classroom Instruction Organizational Change
Oi-Man Kwok, Ph.D. Arizona State University (2005)	Multilevel Modeling Structural Equation Modeling
Rafael Lara-Alecio, Ph.D. University of Utah (1991)	Bilingual Education Hispanic Parental Involvement International Bilingual Education
Jeffrey Liew, Ph.D. **Arizona State University** **(2005)**	**Emotion and Self-Regulation** **Empathy** **Psychosocial and Academic Adjustment**
Wen Luo, Ph.D. Texas A&M University (2007)	Hierarchical Linear Modeling Psychometrics and Test Development
Patricia S. Lynch, Ph.D. Texas A&M University (1992)	Special Education Vocational Special Needs Teacher Training
Marcia Montague, Ph.D. Texas A&M University (2009) Visiting Assistant Professor (SPED)	Equity in Access Intervention for At-Risk Students Classroom Management Inclusive Teacher Preparation
Lizette Ojeda, Ph.D. University of Missouri (2009)	Multicultural Issues Latino's Career Development and Well-being
Yolanda N. Padrón, Ed.D. University of Houston (1985)	Educational Resiliency Bilingual Education Language Development Parent Involvement
Douglas Palmer, Ph.D. University of California at LA (1977)	Special Education Motivation & Cognition Minority At-Risk & Disabled Youth
Susan Pedersen, Ph.D. The University of Texas-Austin (2000)	Educational Technology Instructional Design Multimedia Design
William A. Rae, Ph.D. **University of Texas-Austin** **(1975)**	**Professional Ethics** **Pediatric Psychology – Chronic Illness** **Empirically-Supported Treatments**

Cynthia A. Riccio, Ph.D. **University of Georgia** **(1993)** **SPSY Division Coordinator, DCT**	**Language Impairment/Learning Disabilities** **Attention Deficit Hyperactivity Disorder, Autism** **Pediatric Neuropsychology**
Charles (Chuck) Ridley, Ph.D. University of Minnesota (1978)	Multicultural Counseling Consultation Theories of Counseling
Héctor H. Rivera, Ph.D. University of California-Santa Cruz (2001)	Bilingual Education English Language Acquisition Resilience
Deborah Simmons, Ph.D. Purdue University (1986)	Early Intervention and Prevention of Reading Problems in Young Children Schoolwide Reading Models
Krystal (Cook) Simmons, Ph.D. **Texas A&M University** **(2009)**	**School-based Interventions** **Crisis Intervention** **Parent Involvement** **Minority Populations**
Laura Stough, Ph.D. University of Texas-Austin (1993)	Effective Instruction Behavior Management Moderate/Severe Disabilities International Education
Julie Thompson, Ph.D. University of North Carolina (2014)	Instructional Procedures for Ethnically and Linguistically Diverse Students with ASD Instructional Design and Group Instruction Technology Delivered Instruction
Fuhui Tong, Ph.D. Texas A & M University (2006)	Language Assessment in ESL/Bilingual Quantitative Methodology in Language/Literacy Intra- and Inter-linguistic Transfer among English Language Learners ESL/Bilingual Teacher Preparation
Kimberly J. Vannest, Ph.D. Louisiana State University (2000)	Special Education Teacher Preparation Mentoring Positive Behavioral Support (PBIS)
Miranda Walichowksi, Ph.D. Texas A & M University (2009)	Bilingual Pre-service Teacher Preparation Needs of English Language Learners Alternative Assessment of Oral Proficiency
Victor L. Willson, Ph.D. University of Colorado (1973) Emeritus Faculty	Research & Measurement Cognitive Psychology Gifted & Talented Education

Steven Woltering, Ph.D. University of Toronto (2013)	Educational Neuroscience
Jay Woodward, Ph.D. Texas A&M University (2004)	Gifted/Talented, Creativity Cognition & Intelligence Adolescent Development
Myeongsun Yoon, Ph.D. Arizona State University (2007)	Psychometrics Categorical Data Analysis Structural Equation Modeling
Dalun Zhang, Ph.D. University of New Orleans (1998)	Self-Determination Transition Services Cultural Issues in Special Education

V. Academic Advisor Office

The student services offices are located in Room 704 EDCT, just inside the main office of the Department of Educational Psychology. There are powerpoints in a learning community on eCampus to help answer some questions. The Academic Advising Office also puts out "EPSY Updates" weekly with information on important upcoming dates, social events, funding opportunities, and any GA ship openings. The following assistance is provided:

- Applications and advising for EPSY graduate programs with regard to procedures and registration. The advising office does not 'advise' on courses that need to be taken; however, if you are having trouble registering, this office may be of assistance
- Registration
    - Information
    - Forms to be completed for any field experience and necessary contracts
    - Drop/Add forms
    - Q-drop
    - In-absentia registration and information
- Deadlines and scheduling
    - Written and Oral Preliminary Examinations
    - Final exams
    - Dissertations and theses
    - Graduation
- Procurement of rooms for Preliminary Exams and Dissertation Proposal/Defense meetings
- Grade sheets for teaching assistants and faculty
- Maintenance of student records
- Grade changes (through instructors)
- Variable credit course sign-up (i.e. 485, 685, 683, 691)
- Student Information Management System (SIMS):
    - Current tracking of courses, enrollment, and student status available
- Preparation for process of obtaining M.Ed.
- Internship and Practicum/Field Experience/Externship arrangements
    - Identification of appropriate sections

- Preparation of contracts for any sites (does not apply to APPIC internship sites)
- Submission of documentation for admission to Candidacy
- Ph.D. qualifying exam information
- Record of addresses and phone numbers of current graduate students
- APPIC Directory (listing of internship sites)
- Campus maps and community information

VI. Program Planning

The School Psychology program is a **full-time, year long program**; particularly in the first two years, it is expected that students will be enrolled in classes during the summer months. The usual maximum academic load for students on assistantship (or similarly employed) for Fall and Spring is 13 credit hours. Students on fellowship and assistantships are required to take a minimum of 9 credit hours for Fall and Spring. For Summer, they are required to take a total of 6 credits. **Program planning and course selection should be done in conjunction with the student's faculty advisor/committee chair.** There is a ceiling on graduate course credits allowable with in-state tuition; after 130 credit hours OR 21 semesters, all students (regardless of state residency) are charged out-of-state tuition. In addition, recent changes in laws governing student loans have put a maximum on the loan amounts an individual can accrue over time, including undergraduate education. The doctoral program is designed as a 5-year program, including internship and dissertation.

Prior Graduate Course Work/Direct to the Doctorate

Some entering students have taken a considerable number of graduate hours in school psychology and related fields. The school psychology faculty believe there are so many exciting learning opportunities at A&M, both within and outside the EPSY Department that we do not want students to take courses that cover content previously mastered. On the other hand, we want to be sure that all graduates of our program possess both the scientific and theoretical perspectives, practice knowledge, and competencies necessary to fulfill the roles we anticipate for our graduates, as well as content covered in program examinations on completion of coursework (preliminary examinations) and licensure exams. The document titled "Minimum Course Requirements for Texas A&M University Doctoral Training Program in School Psychology" (available on the SPSY website and in this handbook) serves as a worksheet for students to complete, in consultation with their advisor.

If a student believes he or she has met a course requirement in previous graduate course work, the student meets with a faculty member who teaches the course in question; for courses that are not required, this may be done with your advisor. With faculty approval, students may exempt out of required courses based on previous graduate 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 if they have already been applied to a graduate degree. For those students who have taken graduate hours elsewhere, but those courses did NOT count toward a degree (i.e., the student left a prior program before the degree was awarded), the student is able to transfer in up to 12 hours for the M.Ed., and then an additional 12 hours for the Ph.D. The same course credits, however, can not be counted toward more than one degree.

Exempting a course fulfills that course requirement and permits the student to take another course in its place. Exemptions are granted by individual faculty members who will require evidence of appropriate previous graduate work and some may require demonstration of competency through an exam or other means. Each request will be reviewed on an individual basis by the appropriate faculty member. Syllabi and examples of required work from previous graduate 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 completing a "Request to Waive or Transfer Credits for a Core Course" form. Once completed by the course instructor, this form is maintained in the student's educational file. If the course in question is taught outside the Department of Education Psychology, the student's advisor can make a determination as to whether s/he 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.**

Sequence of Courses

Because students enter the program with different backgrounds, students progress through their course work at differing paces. The document titled "Recommendations for Course Sequence for Students in the TAMU Doctoral Program in School Psychology" (available on the SPSY website and in this handbook) describes a *typical* sequence of courses for a student entering the program with a bachelor's degree in psychology. Prerequisite courses, including statistics, and core psychology courses should be scheduled early in the program. Although there is a mechanism to waive courses, there are some courses, however, that ALL students are required to take as part of their degree program.

All students are required to take SPSY 611 (Professional Practice, Legal, Ethical, and Credentialing Issues) during their first year, even if they have had a course on legal and ethical issues in professional psychology elsewhere. This wrap-around course (1 credit Fall, Spring, and Summer of year 1) orients students to our program and faculty, and assist students in developing a social support network and sense of program belongingness. In addition, it ensures that all students have the most current and updated information on legal issues guiding the practice of school psychology and more globally, health service psychology. This class also reviews the APA Code of Ethics and Standards for Practice and introduces an ethical decision-making format.

All students are required to complete the clinic practicum (SPSY 683 Field Experience: Child Therapy), as well as at least one semester of the SPSY 683 Field Experience: School-Based; students may request an alternate experience for the second semester of these experiences if they have prior professional experience working in school-based practice before entering the program (i.e., have already completed a school-based internship). If there is any problem during their first semester of school based experience, they will be required to complete a second semester of school based experience to demonstrate competence.

Although not all courses must be taken in a prescribed order, students will want to be aware of the following **course sequences:**

Assessment Sequence:

SPSY 643 (Academic Assessment and Intervention)
SPSY 642 (Behavioral Assessment and Intervention)
SPSY 612 (Individual Assessment of Children's Intelligence)
SPSY 617 (Emotional Disturbance in Children)
SPSY 614 (Integrated Assessment Practicum)
SPSY 683 (Field Based Experience in Schools – 2 semesters/half-time)

Therapy Sequence:

SPSY 610 (Child Psychopathology)
SPSY 641 (Child Therapy for School Behavior Problems)

SPSY 644 (Child Therapy Advanced Theory and Techniques)
SPSY 683 (Practicum in Child Therapy – 2 semesters)
SPSY 683 (Field Based Experience in Schools – 2 semesters/half-time)

*Please note, both the Assessment and the Therapy sequences must be completed prior to School Based Field Experience

Research, Measurement, and Statistics Sequence:

*Students who have not had a statistics course at an undergraduate or graduate level must take one of these prerequisite courses EPSY 435/635 (Educational Statistics) or STAT 651 (Statistics)
*Students who have no background in research design will need to take EPSY 636 (Techniques of Research)

All students will take (after any *courses above)
EPSY 640 (Experimental Design in Education I)
EPSY 641 (Experimental Design in Education II)
EPSY 625 (Advanced Behavioral Measurement)
One additional research course (e.g., EPSY 630, 631, 642, 643, or 690) as approved by the student's Doctoral Chair/Committee
SPSY 691 (Research) These hours are taken in conjunction with completion of the dissertation research requirement. These can be taken before finishing the above courses, but generally are not taken before the student's doctoral degree plan has been filed and approved. SPSY 691 hours can be taken with any faculty member helping the student with his/her dissertation to recognize the efforts of these faculty members. Students are required to take 12 credits of SPSY 691 prior to graduation, but can take additional credits as needed.

Consultation Sequence:

SPSY 643 (Academic Assessment and Intervention)
SPSY 642 (Behavioral Assessment and Intervention)
SPSY 628 (Consultation Theory and Techniques)
SPSY 638 (Systems Consultation and Prevention Science)
SPSY 683 (Field Based Experience in Schools – 2 semesters, half-time)

Additional Foundational Coursework

Specific foundational coursework covering broad and general knowledge are not sequenced; specific additional coursework will be determined by the student's advisor/Chair. One component of the minimum level of achievement (MLA) is the PRAXIS II School Psychology Examination, as well as the Advance Psychology GRE to provide an objective measure of foundational knowledge in broad and general areas, as well as specific to the practice of school psychology. It is recommended that students complete foundational coursework prior to taking these exams. Any student who did not have an undergraduate major in psychology is required to take a graduate level course in the history and systems of psychology, unless they completed a comparable graduate level course in their prior training.

Courses with Field Experiences* (in order usually taken):

SPSY 643 (Academic Assessment and Intervention)
SPSY 642 (Behavioral Assessment and Intervention)
SPSY 683 (Field Based Practicum: Child Therapy)
SPSY 614 (Integrated Assessment)

SPSY 683 (Field Based Experience: Schools) - Taken after assessment, therapy, and consultation sequence, usually in student's third year; includes assessment, direct intervention, and consultation; students are referred to as 'interns' and are expected to accumulate 600 hours of school-based experience across the two semesters

SPSY 683 (Field Experience: Supervision) – All students are required to take the supervision class/experience, usually during their 4th year or the year prior to internship

SPSY 683 (Field Based Experience in …) -: Elective field experiences/externships can be taken at any site approved by the student's Chair/Advisor as long as university supervision is arranged for in advance. Any external experience (also called externship) must be integrated with academic training, and be taken with consideration of field experiences that are sequential, cumulative, and graded in complexity.

SPSY 684 (Professional Internship): Taken after school-based field experience, any elective field experiences, completion of all course work, and completion of all steps for candidacy (proposal and preliminary examinations). Students may elect to take internship before or after defending their dissertation, but must have a proposal on file and have completed all preliminary examinations prior to applying for internship. Students must complete internship prior to degree conferment.

*For all SPSY 683 field experiences, students need to complete registration documentation and a contract with the site will be executed to be signed by the University as well as the primary field supervisor. **Background checks and fingerprinting may be required for any field experiences; school districts may require a student to be fingerprinted as part of the FAST system and Texas Department of Public Safety. The cost for fingerprinting is currently $50. Other sites may require TB testing or have other requirements.**

A student who is unable to complete the field experiences (e.g., English proficiency is not sufficient; do not meet requirements of site background checks) will not be able to complete the program. For all external and elective practica, the student also will need to establish both on-site and university supervisors, provide a clear statement of the goals and objectives for the training they will be receiving, and ensure that there is a contract executed between the site and the university. For all field experiences, evaluations of students by supervisors, and evaluations of the sites by the students will be conducted each semester.

For any field experience occurring 25+ miles from TAMU College Station campus, the student MUST complete/submit a **Travel Information Form** to the Student Activities Office; a copy of the completed form is then sent to the University based supervisor.

SPSY Research Expectations

Students are expected to join a faculty-led research team or become involved in a faculty-led research project by their second semester in the program. Students may wish to visit with different faculty members to determine what opportunities are available to them either through research teams or research projects beginning in their first semester of their first year, with increased involvement each year thereafter. Faculty projects and research teams focus on different research topics, and students are given the opportunity to participate in on-going research.

Each faculty member handles student involvement in research somewhat differently; however, students are expected to gain experience in presenting their own research and in publishing research as part of their involvement in faculty research. The goal of the research experiences is to give students hands-on experience in a range of research activities prior to the dissertation experience. The level of

research involvement is expected to increase with years in the program and to be maintained through (and after) graduation.

Students are encouraged to complete the research, measurement, and statistics sequence by the end of the second year of study, so that they have the tools needed to participate meaningfully in various research activities. Students are required to take at least one advanced research and statistics course (e.g., multivariate statistics, hierarchical linear modeling, survey research, meta-analysis, qualitative methods, single subject, program evaluation, and so on) that may be important to their dissertation research or professional practice.

University Travel Documentation

As of 2013, students who travel 25 or more miles from the student's campus location for a required educational opportunity (data collection, field experience, conference presentation) undertaken under the scope, direction, or election of a college, department, class, university office, learning community, student organization, or study abroad program **are required to be registered through Student Activities (Critical Incident Response Team for domestic travel) or the Study Abroad Programs Office (for international travel)** (http://rules.tamu.edu/PDFs/13.04.99.M1.pdf).

Any student who is enrolled in the program (full time, part-time, in absentia, on internship, ABD) and driving 25 or miles **for any activity** related to their educational program must complete this form 48 hours in advance of travel. This includes any travel related to the student's educational program that is 25 or more miles from the campus, even if said travel occurs fully in another state or if the student is commuting for classes or to meet with their advisor or to engage in research activities or to complete tasks as a Graduate Assistant or to collect data for their dissertation or to present at/attend a conference/professional meeting. For recurring travel (same days, times, routes), the form can be completed once each semester. For non-recurring travel, each trip must be filed separately in advance.

The website for this is https://studentactivities.tamu.edu/app/form_travel/ . You will indicate the type of travel (field trip, individual student), input your student information, and then designate the activity or name of the course, etc. as required on the form including the routes to be taken.

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. 17-18). 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 completion of 36 credits, usually in December of the second year. Courses below designated √ are those courses most likely to be included on the M.Ed. degree plan.

Courses in **Bold** are taken by all students.

Basic Psychological Sciences Core Note: The student must retake any course in which he/she receives a grade of "C" or below.		Hours	Semester Usually Offered/Taken	Date Completed or Approved as Waived	Faculty Initial
√**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		
		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.

Research, Measurement, Statistics Core Note. Students receiving a C in EPSY 640 are required to retake the course.		Hours	Semester Usually Offered/Taken	Date Completed or Approved	Faculty Initial
EPSY 635* STAT 651*	Statistics OR Statistics	3	Fall Year 1		
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.

Professional School Psychology Core Note: The student must retake any course in which he/she receives a grade of "C" or below.		Hours	Semester Usually Offered/Taken	Date Completed or Approved	Faculty Initial
√**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		
		53			

** Requires prerequisites.

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 <u>suggestions</u>. Students are encouraged to meet with their doctoral Chair/advisor to develop a strand that meets their individual unique interests. <u>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.</u> 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. **Education for At-Risk Populations**		Hours	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. **Reading, Literacy, and Language** *Required components		Hours	Semester Usually Offered/ Taken	Date Completed or Approved
*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. **Bilingual/ELL**		Hours	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. **Prevention Science** **Contact Dr. Blake, Chair of the Prevention Science Certificate, for more information**		Hours	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		

F. **Neuropsychology/Pediatric Psychology**		Hours	Semester Usually Offered/Taken	Date Completed or Approved
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. **Research Measurement Statistics**		Hours	Date Completed or Approved
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	
ESPY 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. **Human Learning & Development**		Hours	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. **Behavior Analysis and Autism* (in conjunction with Dr. Jeni Ganz, SPED)**		Hours	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

	Hours		Date Completed or Approved
Dissertation	12	2nd 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. 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 <u>suggestions</u> 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 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. <u>Involvement in research with **at least 1 publication submitted**</u> 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 in this Handbook 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<u>≥</u>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 <u>≥</u> 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 on p. 39-41, 63-67, and 76.

Year by Year Expectations for Degree Completion

General Notes**:**

- **An undergraduate/graduate class in research methods/statistics is required to enter the required sequence (EPSY 640-641)**
- An undergraduate 'class' in History and Systems of Psychology is NOT sufficient to waive out of that requirement – This is only waived if the **undergraduate degree** is in **Psychology** and/or the student has taken (or takes) a **graduate level** class elsewhere
- EPSY 640-641 is usually taken either Fall/Spring or Spring/Fall
- SPSY 683 Field Experience : Child Therapy is taken either Fall/Spring or Spring/Summer – assignment is made by the faculty providing supervision
- **Until such time as you graduate, you must maintain continuous enrollment (1 credit hour minimum) each semester**
- One cannot begin post-doctoral hours (or call oneself a post-doc) **UNTIL** the doctoral degree is conferred. At TAMU this only occurs with graduation dates (December, May, August)
- **If your internship does NOT end before the fall semester starts (this year August 28), then you will NOT graduate until December.**

To waive out of or transfer credits for Core SPSY courses (for those entering with Masters/ Specialist or prior graduate credits in School Psychology – Direct to the Doctorate) or any other course, including research/stats courses:

- **All students take the SPSY 611 Seminar Series (professional issues, legal issues, ethical issues) regardless of their background. (It cannot be waived)**
- Identify courses you think you may be eligible to waive out of with your temporary advisor
- Identify the faculty member who teaches that course and set up an appointment to meet with him/her well in advance; some faculty members will only do this during specific times of the semester
- It is up to the faculty member who teaches that course to determine if the course can be waived – this may involve discussion of the content, review of syllabi, demonstration of skill sets, completion of an exam, or other activity
- Documentation that the waiver has been approved by the faculty member MUST be in your student file – the faculty member will complete the Request to Waive or Transfer Credits for a Core Course form
- Completing this process well in advance of when the course to be waived is scheduled is necessary in order to enroll in subsequent courses (these courses may be prerequisites); do not expect faculty to be available at the end of the semester to complete this process

The next few pages detail the degree requirements and expected progress for all students, year by year. It is suggested that you print these pages and use them as a guide when you meet with your advisor/Chair.

WHAT TO EXPECT: COURSES, FIELD EXPERIENCES, RESEARCH ACTIVITIES
(Revised May 2016)

This is based on a student coming in with a Bachelor's degree. Courses in bold must be taken at the suggested time to stay in sequence. *The shaded areas indicate other activities that students need to be engaged in; these are in addition to formal coursework and are discussed as part of SPSY 611*.

FALL	**SPRING**	**SUMMER**
YEAR 1 • Obtain liability insurance (copy of cover page to Academic Advising office) • Become involved with research project or activity • Join professional organizations • Establish file in 'myrecord' including vita, sample papers • Complete self-evaluation form prior to annual review • Complete CITI training for research involving human subjects • File degree plan for M.Ed. in Summer (NOT required for those entering with a Master's degree of any kind) • Complete Annual Report Online (ARO) form for APA • Complete coursework indicated		
SPSY 610: Child Psychopathology **SPSY 643: Academic Assessment & Intervention** **SPSY 611: Professional Practice and Credentialing (1)** **EPSY 647: Life Span Development**	**SPSY 612: Individual Assessment of Children** **SPSY 641: Child Therapy for School Behavior Problems** **SPSY 642: Behavioral Assessment and Intervention** **SPSY 611: Law (1)**	**SPSY 611: Ethics (1)** **SPSY 644: Child Therapy Advanced Theory and Techniques**
Plus one of the following to be determined with the Temporary Advisor: *EPSY 636 Research Design *EPSY 635 Statistics **EPSY 640 Experimental Design I**	Plus one of the following to be determined with the Temporary Advisor: *EPSY 636 Research Design **EPSY 641 Experimental Design** II (or EPSY 640 if not taken in Fall)	Plus one additional course to be determined with the Temporary Advisor: EPSY 621: Clinical Neuropsychology (can be taken 1st or 2nd year) Other course depending on what is offered
Students with advanced standing may take SPSY 638: Systems Consultation and Prevention Science, EPSY 605: Culture, Diversity or a potential strand course if they waive out of one of the scheduled courses	Students with advanced standing may take SPSY 628: Consultation Theory and Techniques; SPSY 614 Integrated Assessment, or strand course if they waive out of one of the scheduled courses	
13 credits	*14 credits*	*4-7 credits*

In the second year, students will continue in many of the same activities. Half of the cohort will begin Therapy Practicum in the Fall and continue through Spring; half will begin in the Spring and continue through the Fall. In the Spring of Year 2, students generally take only 9 credits because of the two field (practica) experiences and scheduling issues of schools and clinic.

<table>
<tr><td colspan="3">Year 2
• Apply for graduation for M.Ed. if applicable
• Establish doctoral committee and file Ph.D. Degree Plan
• Engage in additional research activity leading to presentation and/or publication
• Begin work on dissertation research
• Renew liability insurance (cover sheet to Advising Office)
• Take Praxis II and Advanced Psych GRE
• Update ‘myrecord’ by March 1
• Complete self-evaluation and Annual Review Online (ARO)
• If entering with a Masters/Specialist degree and intending to apply for internship in Year 3, pre-propose in March/April of the 2nd year, identify who will write letters of recommendation for internship, and ensure that Proposal and Preliminary Examinations are completed prior to Oct. 1 of the 3rd year</td></tr>
<tr><td>SPSY 617: Emotional Disturbance in Children
SPSY 638: Systems Consultation and Prevention Science
EPSY 605 Culture, Diversity, and Poverty
[SPSY 683: Field Based Experience:
Child Therapy (if Fall/Spring)]</td><td>SPSY 614: Integrated Practicum in Assessment
SPSY 683: Field Based Experience: Child Therapy
SPSY 628: Consultation: Theory and Techniques</td><td>EPSY 621: Clinical Neuropsychology if not taken earlier

EPSY 689: Histories of Psychology (if needed)

[SPSY 683: Field Based Experience: Child Therapy (if Spring/Summer)]</td></tr>
<tr><td>And/or 1or more of the following:
Next RMS course in sequence
Strand course
ESPY 682 Internship (if you plan to apply for internship in Year 3)</td><td></td><td>Other RMS, Strand Course, Elective Practicum, or dissertation hours</td></tr>
<tr><td>12 credits</td><td>9 credits</td><td>6 credits for FT status</td></tr>
</table>

Note: *For summer If you enter with a Masters, Ed.S, or SSP, and have not filed the doctoral degree plan, you cannot register until the doctoral degree plan is approved*

Year 3		
• Engage in additional research activity leading to additional presentation and/or publication • If <u>entering with a Masters degree</u> and intending to apply for internship in Year 3, proposal and written preliminary examinations must be completed no later than October 1 • Pre-propose dissertation study in late March if applying for internship in Year 4 • Ask faculty/supervisor(s) for letters of recommendation for internship if applying for internship • Write proposal and determine any additional components to written and oral preliminary examinations for your advisory committee and schedule proposal meeting to be held prior to Oct 1 of Year 4 • Update 'myrecord' by March 1; complete self-evaluation and ARO • Renew liability insurance (cover sheet to Advising office) • Identify and discuss possible external field experiences for Year 4		
SPSY 683: Field Based Experience in Schools (3hrs) Any remaining required courses, RMS course, Strand Course, or dissertation hours [SPSY 683: Supervision (only if entering with advanced standing and applying for internship in Year 3)]	**SPSY 683: Field Based Experience in Schools (3 hrs)** One other RMS, Strand Course, or dissertation hours SPSY 691: Research Hours [SPSY 683: Supervision (only if entering with advanced standing and applying for internship in Year 3 and not taken in Fall)]	**Any remaining required courses offered** RMS, Strand Course, Elective Field Experience or dissertation hours
9-12 credits	*9-12 credits*	*6 credits*

Year 4		
• Propose with completed preliminary examinations no later than October 1st • Complete applications for internship sites (APPI Match process) • EPSY 682 is required of all students at some point before they apply for internship • Complete IRB for dissertation if not already done and fulfill any other requirements for candidacy • Collect data, analyze data, and write final dissertation • Engage in additional research activity leading to presentation and/or publication • Update 'myrecord'; complete self-evaluation and ARO • Renew liability insurance		
EPSY 682: Seminar in Internship Preparation (1) if applying for internship in year 4 SPSY 691Research Hours RMS, Strand Course, elective practica or dissertation hours SPSY 683 Supervision (1)	**RMS, Strand Course, elective practica or dissertation hours** **Work on Dissertation** [SPSY 683 Supervision (1) if not taken in Fall]	RMS, Strand Course, or dissertation hours **Complete Dissertation**
9-12 credits	*9-12 credits*	*Up to 6 credits, possibly in absentia*

Year 5		
• Renew liability insurance (cover sheet to advising office) • Complete internship with evaluations completed in time for August graduation (early August) • Complete and defend dissertation if not previously done by June date determined by OGAPS; submit to thesis clerk • Apply for LSSP or state certification as school psychologist; for LSSP, take Jurisprudence • Engage in additional research activity leading to presentation and/or publication • Update 'myrecord' including updated CV; complete self-evaluation; complete ARO • Begin studying for EPPP • Obtain post-doctoral position • **Graduate** (date will be determined by date of defense and clearance by thesis office, and date cleared by internship site)		
SPSY 684: Internship	**SPSY 684: Internship**	**SPSY 684: Internship**
2 credits	*2 credits*	*2 credits*

Please note: The advising office and program faculty will continue to assist you as you maneuver the licensing/certification process. In addition, the program is required to follow students for 10 years following graduation. Once you graduate you are invited to be added to the alumni listserv; position announcements are forwarded regularly as are general announcements. You also will be contacted regularly in conjunction with ARO (annually) and program self-study (2 and 5 years post graduation). At conferences, current students, graduates, and faculty try to get together – this information is posted on Facebook and shared via the student and alumni listservs.

Degree Program and Plan

The document titled "Minimum Course Requirements for Texas A&M University Doctoral Training Program in School Psychology" (available on the SPSY website and this handbook) lists all course requirements; additional requirements may be added by the student's Chair or committee. This form serves as a guideline for developing the doctoral degree plan required by the Office of Graduate and Professional Studies (OGAPS). For directions, go to http://vpr.tamu.edu/ogsforms.html, click on degree plan and follow the directions. The academic advising office is available to assist you with completion of the forms.

For any student entering from an undergraduate program, as of Fall 2010 the completion of a degree plan for a Masters in Education (M.Ed.) is required. Students who are required to complete their M.Ed. will need to talk to their temporary advisor in the Fall semester of their first year, file the degree plan in the spring/summer semester of their first year, and complete the requisite coursework by the end of Fall of their second year. If students follow this timeline, it is anticipated that students will receive their M.Ed. degree in December of their second year. Please keep in mind that students should work with the Academic Advisor to complete this process. A sample M.Ed. degree plan is included in the Handbook. Both the Degree Plan as well as information about completing it can be obtained from the Academic Advisor in Room 704; it is available on the Internet and must be submitted on-line. Students are responsible for ensuring that their degree plan is approved and accepted by the Office of Graduate and Professional Studies (OGAPS). The Official University degree plan also includes the student's Advisory Committee members, along with their electronic approval; students will need to verify that their degree plan has been processed by all committee members.

Students will then need to progress to **completion of the doctoral degree plan** (a student cannot have two degree plans filed simultaneously). **Students are required to complete this form by the end of the Fall semester of their second year, or if completing the M.Ed., by the end of the**

Spring semester of their second year. If you enter with a graduate degree, and you do not have a degree plan by Spring of your second year, you will be blocked by OGAPS from summer registration. By this time in a student's program, the student should have selected a doctoral Chair/ Advisor, and members of their doctoral committee; this may or may not be the same individuals for the M.Ed. Both the Ph.D. Degree Plan as well as information about completing it can be obtained from the Academic Advisor in Room 704; it is available on the Internet and must be submitted on-line. Students are responsible for ensuring that their degree plan is approved and accepted by the Office of Graduate and Professional Studies (OGAPS). The Official University degree plan also includes the student's Advisory Committee members, along with their electronic approval; students will need to verify that their degree plan has been processed by all committee members.

Although both chair and committee members can be changed, the Official University Degree Plan requires a constituted Advisory Committee at the time of filing. Once the Official University Degree Plan has been approved and filed, any subsequent changes in courses or committee may be made by filing a petition that outlines the changes with supporting reasons and is submitted to OGAPS. These forms can be accessed on-line and the academic advising office will assist with this process.

Summary of the Major Steps

The following table can be printed out and used as a reminder of tasks to be completed by students and critical time frames. See also http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements/.

TIMELINE	**STEP/PROCEDURE**	**APPROVAL/ DOCUMENTATION**	**DONE**
Start of Program (prior to 1st semester; no later than New Student Orientation)	Meet with Temporary Advisor to establish PRELIMINARY PLAN for course of study		
Fall of 1st year	Join professional organization(s) Obtain Liability Insurance Complete CITI Training for use of human subjects in research Think about/Talk to advisor about research projects and get involved or speak with other program faculty about their current research	Copy of Liability Insurance cover page and CITI training completion form to Academic Advising Office	
	For LSSP Direct to Doctorate (D2D): Address any possible course waivers	SPSY Faculty	
Spring of 1st year	Meet with Academic Advisor on steps for M.Ed. – File degree plan for M.Ed.**	Temporary Advisor OGAPS M.Ed. Committee	
Spring of 1st year	Establish portfolio on-line "myrecord"; develop/update curriculum vita (CV); get involved in research activities; complete self-evaluation	Temporary Advisor or other faculty member; Kristie Stramaski in Advising Office	
Summer of 1st year/Fall of 2nd year	Apply for graduation (M.Ed)** Complete form for Annual Report Online	OGAPS Kristie Stramaski	
Fall of 2nd year	Establish general scope/focus of dissertation	Temporary Advisor or other faculty member	

	Renew liability insurance	Copy of cover sheet for insurance to Advising Office	
December of 2nd year	Get M.Ed. (graduation) If in field experience, complete site evaluation form		
Spring of 2nd year	Select TOPIC and Chair for dissertation; begin dissertation process; Establish DOCTORAL COMMITTEE and file PHD DEGREE PLAN Establish time-table (roadmap) of degree completion	Chair and Advisory Committee; OGS	
	Register for PRAXIS II and Advanced GRE; update portfolio on-line	Copy of results of PRAXIS and GRE to Academic Advising Office	
	For LSSP (D2D): Pre-propose in March	SPSY Program Faculty	
Every year	Renew liability insurance; update vita and portfolio on-line; renew CITI training as needed (every 5 years); complete self-evaluation and ARO; complete site evaluations each semester for every field experience	Copy of insurance to Advising Office Chair and Advisory Committee	
Every year	Continue involvement with research; submit manuscript as co-author or author	Update CV and myrecord to reflect	
Every year	Attend and present at professional conferences	Update CV and myrecord to reflect	
Spring semester of year prior to applying for internship (usually year 3; LSSP Fast Track will be year 2)	Pre-proposal presentation dates are scheduled by SPSY faculty in late March or early April; take/retake PRAXIS II or GRE Psych if needed	Copy of results of PRAXIS and GRE to Academic Advising Office if not already done	
At least two weeks before prelims, proposal meeting	SCHEDULE preliminary examination (No later than 1st semester after completing coursework/no earlier than within 6 credits of completing courses*)	Contact Advisory Committee members after approval by Chair; file date with OGAPS	
Prior to Oct. 1 of year applying for internship (usually 4th year; LSSP (D2D) will be year 3)	Complete PRELIMINARY EXAMS; Hold PROPOSAL MEETING; Complete IRB and submit approved proposal for dissertation to OGAPS; apply for IRB approval	Chair and Advisory Committee; Paperwork and proposal to Academic Advising Office for OGAPS processing; OGAPS; IRB	
Prior to Oct. 1 of year applying for internship	Request letters of reference to be made ready from faculty members; ensure that all practicum/ field experience evaluation forms are completed and in your file; register with APPIC and complete all APPIC information	Faculty members; field supervisors	
Prior to start of Internship	If non-APPIC, submit letter of expectations, document that requirements of CDSPP have been met and have contract executed	OGAPS Academic Advising Office	
Before scheduling dissertation defense	COMPLETE STUDY/ collect/ analyze data; submit multiple drafts of chapters to Chair for EDITING/FEEDBACK. (Follow Thesis Format**)	Chair and committee members	

	EPSY requires that your committee receive the document four (4) weeks prior to the defense **TAMU/OGAPS sets the date for defense to be completed for each graduation cycle**		
Usually during 1st week of classes for semester in which you plan to graduate– check with Advising Office for exact deadline dates or check on-line	APPLY for degree (graduation) with OGAPS during the semester you will graduate You must be enrolled in the semester in which you defend, but not the semester you graduate	OGAPS	
While on Internship	Identify and apply for post-doctoral positions/jobs; begin process for LSSP or state certification		
COUNT DOWN **At least 4 weeks before defense** Last date for defense for graduation in a given semester of graduation is set by OGAPS. *See OGAPS calendar for specific dates*	After approval from Chair, SCHEDULE DEFENSE WITH ADVISORY COMMITTEE. Polished final draft of complete dissertation is sent to all Advisory Committee members **4 weeks prior to defense date** Make appointment to CHECK FORMATTING with Thesis Clerk	Chair, Advisory Committee, OGAPS	
At least 2 weeks before defense	Advisor and Committee members give feedback; MAKE CORRECTIONS IF NEEDED	Chair, Advisory Committee	
At least 1 week before defense	REVISED copy to Advisory Committee		
	Hold defense: make any required changes. Submit corrected copy to Chair and then to Thesis Office	Chair, Thesis Office	
Post-Graduation	Prepare for and take EPPP; obtain licensure. Keep the program posted so we can brag on you!!!	Director of Training	

* Doctoral students can apply for an exception to this rule
** This is optional for students entering prior to 2010, but required for students entering in 2010
*** Available from Academic Advisor, Copy Center or on the Web.

VII. Advising and Advisors

Temporary Advisor's Role

Upon admission to the School Psychology program, each Ph.D. student is assigned a temporary advisor. It is expected that the temporary advisor will be the Chair for the student to completion, but that is not always the case. The temporary advisor will provide advisement for student course registration for the first year and into the second year at which time a permanent advisor or Chair will be identified. For those who need to obtain the M.Ed., the temporary advisor will be the Chair for this committee. The temporary advisor also will facilitate the process of obtaining waivers of required courses for those students entering with advanced standing. Throughout the first year, it is recommended that students meet with their temporary advisor on a regular basis, and particularly if the student is encountering any difficulty or needs to obtain the M.Ed.

By the end of the first year, or in fall of the second year, the student and temporary advisor will discuss the designation of a permanent advisor or Chair for the student's Doctoral Committee. The temporary advisor usually becomes the permanent advisor/Chair. It is the responsibility of the student to initiate this conversation and ask faculty to serve on their committee with the input of the selected permanent advisor/Chair. Again, this should be completed during the spring of the second year so that a doctoral degree plan is in place at the end of the second year.

Role of Student's Doctoral Chair and Committee

The Chair of the student's committee and the student will select the remainder of the student's Doctoral Advisory Committee. The student's Doctoral Advisory Committee will consist of not fewer than four members (including the Chair) of the graduate faculty of the student's field of study and research; one of the members must be from a department other than the student's major department (i.e., outside of Educational Psychology). The Chair must be a tenure-track faculty member.

Occasionally, a student will choose a Chair from outside the School Psychology faculty, usually because of mutual research interests. In this case one School Psychology faculty member is required to serve on the committee as co-Chair. This person will be responsible for guiding the student's academic program in School Psychology. Faculty from other programs or departments can serve as co-Chairs based on mutual research interests as well. When co-Chairs are in place, it is important for the student to communicate with both of these individuals on all aspects of program completion, as well as the dissertation research project. To the extent feasible, it is recommended that there be clear roles for each of the co-Chairs.

The student's Doctoral Advisory Committee has the responsibility for guiding and directing the entire academic program of the student and for initiating or addressing all academic actions concerning the student. The Chair of the Advisory Committee, who usually has immediate supervision of the student's research and dissertation, has the responsibility for calling required meetings of the Advisory Committee and for calling meetings at any other time considered desirable. The duties of the Advisory Committee include responsibility for the degree program, research proposal, the preliminary examination (written and oral), the dissertation, and the final examination. In addition, the Advisory Committee as a group and as individual members are responsible for counseling the student on academic matters, and, in the case of academic deficiency, with review by the SPSY program faculty, making recommendations to the Office of Graduate and Professional Studies (OGAPS).

The Doctoral Advisory Committee can add courses to the minimum required by the SPSY program, require a student to complete a Major Area Paper (MAP), or require additional components to the Written Preliminary Examination. It is important for the student to determine if any committee member requires additional components to the Written Preliminary Examination in a timely manner.

VIII. Student Rights and Responsibilities

Student rights and responsibilities for students at Texas A&M University are delineated online as part of Student Rules http://student-rules.tamu.edu/rights. These include protection of students rights of freedom of speech, expression, petition, and peaceful assembly; freedom from any form of discrimination on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status; right to personal privacy; and in regard to any disciplinary action, a fundamentally fair process.

Annual Review of Ethical, and Professional Expectations of Students

Expectations of graduate students at TAMU include a number of areas with additional information through OGAPS (http://ogs.tamu.edu). In conjunction with these expectations, students in the SPSY program are expected to maintain high levels of performance in the following areas in order to meet the learning outcomes and minimum levels of achievement (MLA) for discipline specific knowledge and professional competencies:

1) **Academic performance**. The expectation for academic performance is that the student maintain a grade point average and continuous enrollment to meet the requirements set for good academic standing (3.0; Student Rules 10.4.3) and as stated in the Graduate Catalog (see http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status/). Although not required in all courses to the same extent, it is expected that students will demonstrate the ability to communicate their knowledge through papers, articles, reports, and other forms of written expression, as well as oral expression. Although faculty are available for mentoring and guidance, students are expected to complete tasks *with minimal assistance*. The expectation is that students complete activities/assignments independently UNLESS otherwise specified clearly by the instructor and in the syllabus.

2) **Ethical behavior.** Students will behave in accordance with the ethical standards of the American Psychological Association and the National Association of School Psychologists. The APA ethical code can be accessed at www.apa.org/ethics. They are also expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University.

   Ethical behavior includes integrity. Plagiarism in any form is not acceptable. In all of your work you should use ***your own words*** to express ***your understanding*** whenever possible, being certain that you ***always give proper credit to the source***. When you quote, paraphrase, or summarize another source, you must clearly indicate that you have done so following the rules and formats specified by APA (2010, pp. 169-174). In addition, you must avoid "paraphragarism," (i.e., plagiarism via paraphrase, Gall, Gall, & Borg, 2007, p. 75), in which text from another source is used with only minor revisions. It is important to keep in mind that use of verbatim text from a printout (e.g., when a test is scored and the scoring program generates an interpretation) or of materials generated by an instructor is also plagiarism. The exception would be text that you are told to include in a report (e.g., assurances, specific wording preferred or provided by your supervisor that is to be included in a psychological report).

   For information about how to avoid plagiarism, the following websites are suggested:

   - *Aggie Honor System Rules*:
   - http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#HonorSystemRuleshttp://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/academic-integrity/academic-integrity-5.html

- *Plagiarism*, TAMU Library Guides:
- http://guides.library.tamu.edu/content.php?pid=393112&sid=3221010
- *Avoiding Plagiarism*, TAMU University Writing Center:
- http://writingcenter.tamu.edu/for-faculty/teaching-writing/classroom-workshops/undergrad/plagiarism/

3) **Professional behavior**. Students have an obligation and expectation to behave in a professional manner as befits a psychologist-in-training. Professional behavior includes timeliness (e.g., completion of tasks by due dates, being on time for class, meetings, or practica settings, completion of course requirements in designated time frames), communication with faculty and others, accepting constructive feedback from faculty or other supervisors, and behaving in a manner that is supportive of others, and not disruptive to the learning process (e.g., turning off cell phones in class or meetings). Such professional behavior is exemplified by forming respectful relationships with faculty, staff, other students, other professionals in the community, and clients. Professionalism also includes reflective practice, the ability to work within various interdisciplinary systems, and with individuals from diverse backgrounds. Finally, professionalism includes the ability to deal effectively with stressful and ambiguous situations, and to be able to resolve conflicts should they occur in various contexts.

4) **Continuous and adequate program progress.** One component of program progress is the attainment of specific clinical skills and competencies in the areas of assessment and intervention, as well as increased competency in scientific knowledge and research methods. Many of the courses are sequenced and require completion of one course prior to enrollment in the next. Because of the professional nature of the training program, it is critical that students progress at a rate that is consistent with program guidelines. Grades of "Incomplete" are the rare exception and are given only under extraordinary circumstances, at the discretion of the instructor and approval by the Department Head. Based on TAMU Student Rules (10.5), an incomplete can only be given if the student is making adequate progress in the course, but is not able to complete specific requirements. Students who fall behind in program sequences and activities will not meet program expectations for adequate progress and completion of the program in five (5) years. Students are also expected to make adequate progress in completing the dissertation process (pre-proposal, proposal, defense) and in applying for Internship. A finding of Unsatisfactory Progress may result in the student being blocked from further registration until such time as "progress" in the deficient area is demonstrated.

Due Process

Failure to maintain expectations in one or more of these four areas will require the student to meet with program faculty in either a regularly scheduled student annual review session, or a specially called session once the problem is identified. Students will be given an opportunity to explain their circumstances to the faculty and be informed of the concerns raised. Faculty and student will engage in discussion on how best to proceed.

After faculty evaluation of the student, the following actions are available to the faculty:

1) A plan for remediation of the problem agreed to by the student and the faculty can be implemented
2) The student can receive a formal reprimand from the faculty—with or without a remediation plan or sanctions;
3) The student can be placed on formal probation during the program. Such probation would include a written list of corrective behaviors that must be displayed by the student during the probationary period and a description of sanctions to occur if the requirements of the

probationary period are not met. Such a probation plan will include a specific time frame in which these behaviors must occur;

4) The student may be blocked from continued registration until the problem is addressed; or
5) The student can be dismissed from the program.

The sanctions listed above do not have to be applied in any particular order; however, fairness in determining sanction(s) appropriate to the student problem is the goal. Additional departmental expectations and procedures serve as a general guide as well.

Student Grievance/ Process

The Student Rules Part III delineate the University student grievance procedures http://student-rules.tamu.edu/studentgrievanceprocedures. In addition to the grievance procedures established by the University, the Department of Educational Psychology has developed, after extensive student and faculty input, the following process. It is known as the Student Advocate Office and was established during the Fall 1987. An EPSY faculty member selected by the Department Head serves as the Departmental Ombudsperson. In the event of a conflict of interest between a student and the current Ombudsperson, an alternate faculty member may fill this role. There is also an Ombudsperson at the College level, as well as one at the OGAPS (ombuds@tamu.edu). The following policies were derived by EPSY faculty, students, and the Department Head:

Pre-condition to Student's Initiation of the Grievance/Complaint Process:

Students are encouraged to meet with and attempt to resolve problems with the faculty member. If the student has met with the faculty member and the problem has not been resolved, they should contact the EPSY Ombudsperson. If a student does not choose to meet with the faculty member due to the nature of the problem, they may directly contact the Ombudsperson and initiate the grievance process.

Overview of Grievance/Complaint Process

A student who has a faculty-student concern and who has addressed any preconditions for initiation of the grievance process is encouraged to meet with the EPSY Ombudsperson; however, a student may choose to meet first with other EPSY faculty member(s) or their Chair. Depending upon the nature of the student's concern, the EPSY Ombudsperson may consult with the identified faculty member, the program coordinator/DCT, or the department head. At the discretion of the department head, the student's concern may be communicated to the College of Education and Human Development (CEHD) Dean's office. When there is a discussion of a particular faculty-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information, as outlined in American Psychological Association ethical principles, will be maintained to the extent possible. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.

Resolution of Student Concerns:

Resolution of a student's concern may occur as a result of:

1) Student's dialogue with the faculty member, or the EPSY Ombudsperson, CEHD Ombudsperson, Chair or Advisor, OPAGS Ombudsperson.
2) EPSY(CEHD, OPAGS) Ombudsperson holds discussions with the faculty member.
3) EPSY (CEHD, OPAGS) Ombudsperson relates discussion of the student's concern with the program coordinator or the department head as appropriate. As a result of these discussions, the Ombudsperson and/or the department head may confer with the faculty member.

4) Pending the outcome of the above mentioned, or the nature of the student's concern, the department head and/or student may enter into discussion with the CEHD Ombudsperson in the Dean's office and appropriate University committees and administrators, including OPAGS.

IX. Practica/Field Experience/Externship

Goals and Criteria. In keeping with the program's stated philosophy and goals, as well as those standards set forth by the American Psychological Association and the National Association of School Psychologists, the School Psychology program has adopted the following guidelines and criteria with regard to field experiences/practica:

Purpose of Field Experiences. The purpose of the field experiences in School Psychology is to provide the student with the opportunity to acquire specific skills and competencies relevant to the practice of School Psychology and Health Service Psychology across multiple settings, as well as to integrate knowledge obtained in coursework with practical experience. Field experiences include, but are not limited to, the following: a) consultation with educators, health professionals, parents, and other caregivers (including parent training and teacher in-service training); b) assessment and diagnosis at the individual, group, and system levels (including psychodiagnostic skills, skills in ecological assessment, interviewing skills, curriculum based measurement, and observational assessment); c) prevention and health promotion; d) direct intervention (including individual therapy, functional behavior analysis, and family therapy; and e) monitoring and evaluation services (including evaluation of individually-focused interventions, as well as evaluation of system-focused interventions) with individuals and families from diverse backgrounds, with a variety of presenting problems, and across age ranges.

Field experience components should accompany or follow courses designed to develop these skills and competencies, and should facilitate the ability to conceptualize human problems, to understand and act within the constraints of the legal-ethical code of the profession, and to understand one's own personal biases and personality, and the impact of these on others in a professional situation. Two semesters of therapy practica, integrated assessment practicum, and two semesters of school based experience are required of all students; faculty members teaching these courses provide direct supervision. The initial field experiences/practica are "in-house" while later field experiences are field-based. These experiences are pre-entry level and are not used to support licensure as a psychologist.

All include intensive supervision faculty who hold the appropriate licensure/certification for the site. For school-based field experiences, even if the supervisor of record is not also licensed as a psychologist, students have access to multiple other faculty who hold that credential. For school-based experiences, supervision is also provided on site by appropriately credentialed individuals (LSSP in Texas).

Group supervision is provided in order to facilitate a discussion of the practicum activities and answer questions; review of discipline specific knowledge as well as role play for competencies may occur in group supervision. Individual supervision is also provided; the focus is then on the individual's growth and any challenges the individual student may experience. Students need to be sure to allow time in their schedules not only for the field experience activities but also for both group and individual supervision. <u>These required experiences take precedent over elective experiences/ externships as well as research activities,</u> therefore, students are encouraged to **schedule required experiences before committing to elective experiences or research activities**.

Additional elective experiences should be discussed with the student's Chair and include appropriate faculty supervision in addition to any on-site supervision. As with required field experiences/practica, elective field experiences/practica/externships need to be sequential and build

upon skills already mastered. For any elective practica/externship, the student will need to provide a clear statement of the goals and objectives for the field experience. Field experiences/externships must be conducted in settings that are clearly committed to training and provide a range of experiences, including experience and training in empirically supported procedures. Additionally, for elective externships, it is expected that on-site supervision is provided; the university supervisor (licensed psychologist) will provide supervision as well if the on-site supervisor is not licensed. For those students choosing to do a BCBA practicum, that experience requires supervision by someone with the BCBA, and is taken through SPED. There is no supervision by a psychologist and those hours are additional to what is otherwise required.

Most field experiences require criminal background checks and some require fingerprinting. Completing field experiences is a required component of the program. If you are not cleared due to incidents in your past, you will not be able to complete this degree program.

Site of Field Experience

While training may occur either on or off campus, selection of a particular site shall be made in view of the particular skill(s) to be acquired in conjunction with the student's Advisory Committee Chair. For example, a field experience in the psychological testing of children could be offered in a setting such as a school district, psychological clinic, or developmental/child study center. The tasks required of the student in the field setting should be clearly related to the skill to be acquired with appropriate supervision. Additionally, sites are chosen to ensure a relationship between working professionals and the faculty of the training program, as well as to provide adequate supervision of the student by faculty and other supervisory personnel. For all field experiences, there must be an identified on-site supervisor as well as a University-based supervisor; there also must be a contract on file between the Department/TAMU and the site. In any situation where doctoral level/licensed psychologist supervision is not available on site, the University supervisor is responsible for primary supervision.

Specific Required Field Based Experiences

A field-based component also is built into certain didactic (non SPSY 683) courses. Most experiences follow coursework in which the scientific and theoretical perspectives that inform practice, as well as the methods and techniques that are employed in practice, are covered. Students are strongly encouraged to keep track of their field experiences beginning in the first semester. Two programs are available for this purpose: Time2Trac and mypsychtrack. The following field experiences are required in the School Psychology program:

Course	When Typically Taken	Nature of Experience	Hours Accrued
SPSY 643 (Academic Assessment and Intervention)	Fall, Year 1	Standardized, curriculum-based, and informal assessment, academic interventions	Variable
SPSY 642 (Behavioral Assessment and Intervention)	Spring, Year 1	Behavioral assessment, single-case experimental designs, functional behavior analysis, evidence-based behavioral interventions in classroom and home settings	Variable
SPSY 683 (Field Based Experience in Child Therapy)	Fall/Spring or Spring/ Summer, Year 2	Child and adolescent psychotherapy (individual, group); parent training; family therapy	Approximately 70-100 hours each of the two semesters

SPSY 614 (Integrated Assessment Practicum)	Spring, Year 2	Supervised experience in the completion of three full psychoeducational/psychological evaluations from intake to feedback	Variable, may be repeated for additional credit; 3 cases are assigned to each student
SPSY 683 (Field Experience in School Psychology)	Fall and Spring, Year 3	Provision of school psychological services, including assessment, direct intervention, and consultation (individual & system-focused) in a school setting	300 hours each semester for a total of 600 school based hours (1/2 time placement) to minimally meet the requirements of NASP and NCSP

SPSY 683 Field Experience: Child Therapy. This is a two-semester (Fall-Spring or Spring-Summer; 3 credits each semester) field experience required of all students. Students are given the opportunity to self-select for either Fall-Spring or Spring-Summer and in most cases work out the assignments themselves. If this is not possible, a lottery system is used to assign half the students to Fall-Spring and half to Spring-Summer. Child Therapy takes place at the Counseling and Assessment Clinic (CAC) located in the Family Health Center in Bryan TX. This center services the general population, but the school psychology students focus on intervention with child and adolescent populations. Clients seen at the CAC tend to be lower socioeconomic status and services are provided on a sliding scale. In conjunction with this experience, students will do intake interviews, form a case conceptualization that is reflected in the intake report, identify treatment goals, and develop and implement a treatment plan for 5-10 clients in the course of the experience. It is expected that students will accrue 70-100 hours of face-to-face experience each semester.

School Based (Third Year) Field Experience. This is a two-semester (Fall-Spring) field based placement/school internship that is required of all students (6 credits each semester). Those students who have previous school-based internship in school psychology (i.e., already completed school –based internship in previous graduate program) can request that they be allowed to complete the second semester in an alternate setting. For this field experience, students are assigned to specific schools within the local area and are expected to engage in a range of experiences – assessment, individual and group counseling, consultation, provision of teacher in-service or other intervention at a systems level, and/or parent training. Assignment to schools for this field experience is based on a combination of factors including student interests and prior experiences and availability of field supervisors at specific schools.

As noted in the table above, it is estimated that students will obtain 300 hours of field experience per semester – that is roughly 20 hours per week for 15+ weeks. Students should plan their other commitments (work, classes) to allow sufficient time for the field experience. Students should be aware that they are expected to begin the placement before the beginning of the semester and beyond the end of the semester (public schools are still in session). **Students who do not accumulate 600 hours of school-based experience (documented on file) will NOT be approved to apply for internship to a non-school setting. Less than 800 hours of face-to-face contact (assessment, direct intervention, in-direct intervention) will not be competitive for internship.**

Other Experiences

Students who elect to take Bilingual Assessment (SPSY 657) or Autism Assessment (SPSY 683) participate in a field based component as well. Most students elect to take additional field based

experiences. Students in a variety of field placements register for SPSY 683 (Field-Based Experiences); this must be initiated by the student with University based supervision and approval by the student's Chair, as well as a field-based superviser. Field experiences are not limited to clinical experience, but also may include field based research. This course can be repeated for credit; but only 15 credits can be included on the doctoral degree plan. The following are sites that have been used for elective field experience in past years, but students are not limited to these:

Counseling and Assessment Clinic (in EPSY Department)
M.D. Anderson Hospital in Houston
College Station ISD – Preschool Program for Children with Disabilities and Child Find
Baylor Medical College (Dallas)
*Texas Children's Hospital (Disruptive Behavior Disorders Unit, Autism Center, Anxiety Disorders program, Pediatric Health Psychology program, Child Neuropsychology program)
Scotty's House
**Juvenile Justice Center - Bryan
Texas A&M Student Counseling Center
Special Opportunity School (SOS; Bryan Alternative School)
Bryan Collegiate High School
Children's Medical Center (Dallas, Plano)
Cook Children's Hospital
Baylor College of Medicine – San Antonio
Devereux School (Victoria, TX)
Various private practices in the area
*Requires a formal application early in the spring for the following year; it is a competitive selection process
**Limited spaces available each semester

SPSY 683 - Supervision Field Experience. Beginning with the 2011 cohort, all students are required to participate in a supervision experience (1 credit; 1 semester). One component of this practicum is didactic and related to the various approaches/models of supervision and ethics of supervision. During this seminar, students will be expected to discuss different supervision models and tie their field experiences to theory based approaches. The second component is a field-based experience. Following an apprenticeship model, each student is assigned to a faculty supervisor. The student initially observes the supervisor providing supervision in their area of expertise, then provides supervision with the faculty supervisor present, and then gradually takes on more of the direct supervision with input from the faculty supervisor and the faculty member responsible for the supervision field experience. To the extent feasible, students will have the opportunity to at least observe supervision by more than one faculty member. Students typically take this course in either Fall or Spring of the year prior to internship.

Supervision of the Field Experience

Supervision of all field experiences is provided by faculty with demonstrated expertise in the appropriate skill and content area(s), and who are credentialed for the setting. When appropriate, on-site supervision can be undertaken by field-based supervisors working in conjunction with the primary University supervisor; however, the final responsibility for adequate supervision, with attention to the need for sufficient supervisory time, lies with the University supervisor. Supervision is usually provided both individually and in groups, with additional supervision as needed. For all field

experiences/practica, "live" supervision including video streaming, but not limited to audiorecording will be provided at least once per semester by an appropriately credentialed supervisor (LSSP in schools, LPC or LP in other settings. All supervision for CAC cases is conducted in that location (CAC) by TAMU faculty. At various times, additional supervision will be provided by advanced students enrolled in an advanced supervision course in conjunction with the program faculty member. For most school settings, the on-site supervisor is credentialed for school-based practice but is not licensed as a psychologist. University based supervision is most often by a faculty member licensed as a psychologist; even when that is not the case, students always have access to faculty licensed as a psychologist.

Evaluation of the Field Experience

A systematic means of field experience evaluation is undertaken by all individual faculty supervisors. This evaluation seeks to ensure both that the student is acquiring the necessary skills/competencies and that the setting is appropriate and provides the required experiences. At the same time, students need to be documenting and tracking their experiences in the field; this information is needed when it comes to apply for internship. Students can use MyPsychTrack, Time2Track, or develop their own excel sheet to track hours, activities, demographics of clients served, and so on.

On-site personnel/supervisors will be asked to complete an evaluation form for all students completing a practicum experience off-site. This evaluation form is available on the website, and in this handbook. Faculty providing supervision also may complete this form. As part of formative program evaluation, students are asked to provide information on various field experiences to inform faculty regarding the quality of their experiences each semester.

Legal-Ethical Considerations of the Field Experience

In keeping with both the philosophical goals of the school psychology program and the ethical standards of psychologists, all field activities are designed to conform to existing legal-ethical practices. Case studies and other records are maintained, and relevant discussions conducted, in such a manner as to ensure client confidentiality and to protect the rights and privileges of all parties involved. Students are expected to adhere to the rules and regulations of the settings in which they are in; any variation should be in the direction of more stringent adherence to ethical and legal requirements.

The laws and regulations (e.g., HIPAA, IDEIA 2004, FERPA, etc.) pertinent to each setting must be followed in that setting. Students should remember that at all times they are professionals and must behave with honesty and integrity, and adhere to program, departmental, college, University, and APA and NASP ethical standards.

Professional behaviors include timeliness (e.g., reports, papers, and other documents completed in a timely manner; on time arrival to class, meetings, and practica settings; completion of course requirements in an appropriate time frame), use of feedback for reflective practice (e.g., accepts feedback from faculty, supervisors, and peers; provides constructive feedback to faculty, supervisors, and peers), self-care in recognizing the need for and obtaining additional training in a given area, recognizing and communicating when they are having difficulty, taking responsibility for one's own behavior, and concern for the welfare of others.

In addition, for practica/field-based experiences, appropriate attire, consistent with that of other professionals in the same setting is required and adherence to the specific policies and procedures (unless there is an ethical or legal issue involved therein) of that setting is expected. While this may vary from site to site, generally it is best to err on the side of dressing conservatively. **As professionals-in-training, all students are required to carry liability insurance.** A copy of the

cover page for the insurance needs to be on file with the Academic Advisor's office by the end of Fall semester of the first year and renewed annually.

X. Research Information

Program and Department Research Expectations

The school psychology faculty believe early immersion in research experiences is important to the development of competence as a researcher, as well as to the ability to critically evaluate the scientific merits of published articles and books you encounter in all your coursework. The faculty is committed to helping you achieve competence as a researcher. There are multiple opportunities to work with faculty in EPSY and across the University depending on your research interests. All students are expected to become involved in research projects and participate in presentation and/or publication as part of their educational process. Participation in research includes all aspects from conceptualization, data collection, data management, data analysis, and dissemination. The Department of Educational Psychology Graduate Research Experience Expectations for Ph.D. students is on the EPSY web site. When students become involved in faculty-led research projects early in their program, they find it much easier to meet these expectations for presentation and publication. Experience in research activities is a pre-requisite to the dissertation.

When to Complete the Dissertation Requirement

The dissertation is the culminating experience in a student's research training. Students should begin thinking in terms of general ideas and interests early in the second year so that they can select members to be on their Advisory Committee. Students should then work closely with their Chair to develop their idea, decide which of the two formats will be used (i.e., traditional or multi-article), and begin to work on writing the proposal during the third year. In recent years, it has become increasingly common for students to complete their dissertation research requirements prior to completing their internship. Thus, they spend their fourth year completing their dissertation research (including writing the dissertation) and their fifth year completing the internship and applying for post-doctoral positions.

Each spring, students planning on applying for internship the following year are required to participate in pre-proposal presentations in late March/early April. These should include a general discussion of the literature available, identification of possible research questions, and initial thoughts on research design to address the problem identified. This is intended to facilitate the development of the proposal with some early feedback from students and faculty. It is also intended to provide an opportunity for all students in the program, regardless of cohort, to become aware of the research being pursued by their fellow students. For students entering with advanced status (i.e., prior graduate work in SPSY), the pre-proposal/proposal process will need to begin in Year 2 if they wish to complete the program in 4 years.

The proposal and preliminary examinations must be completed prior to October 1st of the fourth year or the year in which the student is applying for internship, with the components provided to all committee members no less than two (2) weeks prior to the meeting. This ensures that students meet internship site requirements and fewer students are "all but dissertation" (ABD) for a prolonged time following the internship. This also facilitates employment or obtaining a post-doctoral fellowship at the completion of the internship. All students need to work with their Chair and the Academic Advising Office regarding how to schedule the final defense. By EPSY policy, the final dissertation must be sent to committee members four (4) weeks in advance of the defense. Both proposal and dissertation defense meetings are open and students are encouraged to attend; these are posted outside the main office and will be announced via the student listserv. Additional regulations regarding time lines for graduation are outlined in the graduate catalog.

Graduate Student Research and Presentation Grant Program

The Graduate Student Research and Presentation Grant Program is supported by funds provided to the Office of Graduate and Professional Studies by the Association of Former Students. The primary purpose of the program is to support graduate student research; a secondary purpose is to help defray the travel expenses of students attending professional meetings to present papers. Guidelines for the program are stated below:

Who may apply? Initially, applicants must meet the following requirements. They must:

1. Be doctoral candidates.
2. Have a dissertation proposal on file.
3. Enroll for a minimum nine (9) semester hours, four (4) semester hours if in absentia during a Fall or Spring semester or 10-week Summer session; (four (4) semester hours of this work must be for 684, 691, or 692).
4. Not have previously received a Graduate Student Research and Presentation Grant.

Fundable Activities:

First priority will be for the support of:

1. Data acquisition (including travel to obtain same), and/or
2. Data analysis.

Second priority will be for the support of travel cost to:

1. National, and/or
2. Regional meetings for the purpose of presenting a paper or poster based on dissertation research (any such meeting must be held prior to receipt of the degree by the applicant).

Disapproved Activities:

Specifically disallowed are the following**:**

1. Costs related to preparation of the dissertation (e.g., drafting, photography, typing, reproduction).
2. Salary support for applicant.
3. Travel to attend meetings, workshops, or for discussion with "authorities" except as indicated above.
4. Costs for repeating research or other kinds of studies of a correctional or conformational nature in connection with a thesis, dissertation, or record of study.

Research Involving Human Subjects

Anyone intending to do research with human subjects needs to be familiar with the policies regarding such research. The following information is provided for your benefit. The Department of Health and Human Services has officially accepted a Letter of Assurance that became effective on January 1, 1984, concerning the procedures to be used by Texas A&M University and Texas A&M University System approving research on human subjects. This assurance requires that **ALL RESEARCH INVOLVING HUMAN SUBJECTS BE REVIEWED BY THE INSTITUTIONAL REVIEW BOARD (IRB) OF TEXAS A&M REGARDLESS OF FUNDING STATUS.** The Letter of Assurance associated with any grant or foundation funding requires that the procedures used in approving research on human subjects be carefully documented. Toward that end, forms have been prepared that must be submitted to the Institutional Review Board (IRB when research on human

subjects is being proposed (http://researchcompliance.tamu.edu). The need for IRB oversight includes the use of existing data sets (may be designated as Exempt) and studies that meet requirements for Expedited Review.

All students are required to complete on-line CITI training during the first semester of study and prior to involvement in research activities. For student initiated research, students need to be aware that there is a time delay between submitting the research proposal and obtaining IRB approval. Also, per University rule, a faculty member must be listed as the Principal Investigator; the graduate student is listed as the protocol director. Your dissertation research must be approved by the IRB prior to submitting your dissertation proposal to OGAPS and being admitted to candidacy. Also at the IRB site you will find frequently asked questions that will help you with preparing your forms, as well as sample forms and consent templates. **The entire IRB process is online.** Continuation and Final Reports are also handled on line and MUST be completed until all data collection, analyses, dissemination (write up of results, presentation or publication) are done. This includes after the defense and graduation in order for the dissertation results to be published. Whether student-initiated or faculty-initiated, the final data set needs to be maintained at TAMU, usually with the PI/Chair of the dissertation committee.

XI. Doctoral Internship Guidelines

Program Philosophy and Goals

The internship is the culminating experience in the student's clinical training. The internship is an organized training program of sufficient breadth and scope to prepare the intern for assuming the role of a health service psychologist in schools or other settings. Program students have interned in a wide variety of settings, including medical centers, child guidance centers, psychiatric hospitals, residential schools for emotionally disturbed and behaviorally disordered children and youth, and public and private schools.

Program requirements that must be completed prior to applying for an internship include:

a. determination at annual review in Spring that the student has the requisite professional competencies for internship;
b. successfully passing written and oral comprehensive examinations (preliminary examinations, including the PRAXIS II, the Psychology Advanced GRE, and any other requirements of the student's Advisory Committee); and
c. successfully completing (passing) the dissertation proposal.

These requirements must be completed by October 1st of the year that the student makes application for internship through the APPIC match. Any student intending to apply for internshp must register with APPIC and comply with all rules and regulations of the APPIC Match process. Should a student 'match' through APPIC and decline (fail to follow through on the implied contract inherent in the match process), such behavior will be considered as counter to the professional standards of the program and will result in careful scrutiny of the situation before the student is allowed to pursue an internship elsewhere.

Approval of Internship Programs

Approved internship programs are accredited by the American Psychological Association (APA) and are members of APPIC. These programs meet the requirements specified in the Psychologists' Licensing Act and Rules and Regulations of the Texas State Board of Examiners of Psychologists. Students completing such an internship, as well as other training and experience requirements, can expect to be eligible for licensure as a psychologist in Texas. **Obtaining all**

documentation and checking state requirements are the responsibility of the student if they choose not to pursue an APA accredited site.

Students wishing to obtain certification as a Health Service Provider in Texas and listing in the National Register of Health Service Providers in Psychology http://www.nationalregister.org/ should refer to the guidelines adopted by the Council for the National Register of Health Service Providers in Psychology to ensure that a non-APA accredited site (APPIC member but not accredited) meets these criteria. These criteria must be documented and provided to the Program Coordinator/Director of Clinical Training prior to approval to apply to the non-APA site. There are a number of advantages to being listed with the National Register, including mobility of licensure and facilitation of third party payments. The National Register adopts the internship criteria of APA. **All APA/APPIC internships are calendar year (12 month) experiences and are designed to meet the criteria for licensure in most states**. See the APPIC web site for regulations and information regarding APA/APPIC member sites http://www.appic.org/. Students cannot graduate until they have **fulfilled** the internship contract even if they have defended their dissertation in advance and met all other requirements for graduation.

Non-School Internships

In addition to meeting the above criteria, approved internships must meet policies adopted by the School Psychology Program. The program's policy on APA/APPIC **internships in non-school settings** is based on the premise that school psychology practice is defined in terms of skills, functions, population, and orientation, rather than the setting. Quality internships for school psychology students occur both in school and non-school settings; however, when an internship is completed in a non-school setting, the School Psychology faculty must be confident that the internship experience will provide the intern an opportunity to develop and refine those skills and competencies specific to the specialty of school psychology. These skills include assessment of affective, intellectual, and behavioral functioning; direct and indirect treatment of disorders of development, behavior and learning; consultation, planning, and delivering primary and secondary prevention programs. Furthermore, the school psychologist intern applies these skills to children, adolescents, and their families, and institutional caretakers. APA/APPIC internships in non-school settings are approved on an individual basis. Three standards must be met before approving an APA/APPIC internship in a setting other than a school:

1. The internship must provide supervised experience in the assessment, prevention, and treatment of disorders of behavior, learning, and development in individuals from infancy through 21 years of age. **At least two-thirds of the supervised experience must be with individuals between birth and 21 years of age**.
2. The internship experience shall occur in a setting appropriate to the stated training objectives of the program, and the intern's goals, prior work experiences, coursework, and practicum experiences.
3. **Interns who have not completed 600 hours of appropriately supervised field experience in a school setting (comparable to one-half specialist level internship) prior to the doctoral internship must do so prior to application for internship in non-school setting.**

General Internship Information

For APA/APPIC member sites, the contract with APPIC is sufficient and no additional contract is required. A written internship agreement signed by the Director of Internship Training at the internship agency, the intern, and the Texas A&M Director of Training must be on file prior to the start of the internship. The Internship description should include all elements necessary to be compliant with CDSPP, NASP, and Texas State Board of Examiners of Psychologists requirements..

Interns should register for internship hours each semester during which they are completing their internship. In effect, if the internship starts in July, you must be enrolled in Internship as of July. A typical registration sequence is 1 hour in the Fall, Spring, and Summer, but it needs to match the start and end dates of the internship. As noted elsewhere, if the internship does not end (and evaluation is not received) prior to August graduation, the student has not completed internship and may not receive their degree until the next graduation in December.

The internship program is required to complete an evaluation of the intern at least twice per year. These evaluations must evidence satisfactory progress in the internship setting with regard to professional competencies in order for the student to receive a grade. This evaluation usually occurs in December-January and June-August depending on the start date of the internship. The internship program may use its own evaluation forms, or the Texas A&M evaluation form. Grades will not be submitted until the evaluation forms are received. A grade of "I" is recorded until the completion of the internship and receipt of formal written evaluations; internship is graded as "S" (satisfactory) or "U" (unsatisfactory).

Interns are required to maintain an internship log and submit a summary of the log upon request to the Texas A&M University Supervisor. The Texas A&M University Supervisor will be in contact with Internship Site Supervisors during the internship year and is available to students and site supervisors in the event that there are any legal, ethical, or professional problems.

Timelines and Additional Requirements

During the Spring semester of the year prior to applying for internship, **students must notify the Program Coordinator/Director of Training of their intent to seek an internship and be approved by the program faculty at the time of the annual** review (April; see p. 41-43, 62-67, 74) **to do so**. To be approved to seek an internship, all of the following conditions must be met:

a) Student must be in good academic standing, as defined by the Graduate College and the program (3.0 or higher);

b) Student meets program standards for discipline specific knowledge;

c) Student demonstrates professional competencies sufficient for engaging in internship activities;

d) Student has completed residency requirements (see Graduate Catalog, http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements/#Residency);

e) Student has participated in pre-proposal presentations in the Spring semester (or previously) or has already successfully completed the proposal and comprehensive examination process.

For the Fall of the year of application (or earlier), students must register for the 1 credit internship seminar (EPSY 682) and for either Summer, Fall or Spring, SPSY 683 Supervision. By October 1 of that year, students applying for internship will need to have completed all components of the written and oral preliminary examinations and have successfully proposed their dissertation. A student must have completed all but one didactic course on their degree plan by the end of the semester in which they propose.

Prior to submitting their applications to internship sites, students must submit names of programs to which they are applying to the Chair of their Advisory Committee for approval; this is to ensure that the internships selected meet the general requirements outlined above. Students should submit names of programs to which they wish to apply prior to submitting the applications. The Academic Advising Office assists students in the internship process; as this process is fully on-line, the extent of help may be limited to guidance and advising. Additional information with regard to APPIC and the Match is provided as part of EPSY 682 during the Fall semester. When feasible, representatives and graduates from sites may speak to the students during this seminar and information from those currently on internship will be shared.

XII. Organizations
Departmental Student Organizations

Educational Psychology Student Organization (EPSO)

All graduate students in the Department of Educational Psychology are eligible for membership in EPSO. The objectives of EPSO are to foster intellectual and social interactions among students and faculty as well as to provide an opportunity for students' families to interact with each other. EPSO members meet and learn from other graduate students in the Department of Educational Psychology (i.e. students from Counseling Psychology, Learning Sciences, Special Education, Bilingual Education, and School Psychology). EPSO dues are $25.00 per year. The current President of EPSO is Alyssa Gonzalez (SPSY).

Money generated through dues and fund raisers supports social functions, workshops and seminars for EPSO student and faculty members. In past years, EPSO has sponsored a series of workshops and seminars, trips to conferences, several faculty-student socials, and numerous student parties. EPSO members also have been active in campus intramural sports and volunteer activities in the local community. EPSO also provides its members additional assistance in submitting conference reimbursement paperwork, and networking both in and out of the department, as well as reinforcing students' learning experiences during their graduate studies. Additionally, through EPSO, students elect member representatives to faculty committees and meetings. EPSO is on Facebook!

The School Psychology representative to EPSO represents SPSY students at program faculty meetings. As defined in the EPSO Constitution, the role of the representative is to serve as the liaison between SPSY faculty and students. The program representative attends program faculty meetings (4th Monday of each month from August to April) and brings up any student concerns or questions that have been brought to his/her attention by students. The program representative also has the responsibility to summarize the issues and policies discussed by faculty following each meeting, and to solicit from students any concerns.

The program representative can do this using the current student listserv SPSY-CURRENT@LISTSERV.TAMU.EDU. The program representative is also actively involved in the organization of the potential student interview and reception, which generally takes place at the beginning of February – this is the most time-intensive aspect of the position. In addition, the program representative assists with any program faculty searches and encourages EPSO membership within the SPSY program. In addition to these, historically, the program representative also participates in the review of new student applications and the new student orientation in August to the extent that time allows. The SPSY Student Representative for the 2017-2018 academic year is Jade Kestian.

Student Affiliates of School Psychology (SASP).

Division 16 is the APA division specific to School Psychology and has a student group - the **Student Affiliates of School Psychology (SASP;** on Facebook**)**. The purpose of the Texas A&M University Student Affiliates of School Psychology (TAMU SASP) is to connect school psychology graduate students at Texas A&M University with one another as they prepare for a lifetime commitment of advocating for children and their families; to serve as an avenue by which students can stay abreast of current issues that impact the field of school psychology; to interact with the community through volunteer and advocacy efforts; and to network with faculty and professional organizations with similar interests. SASP holds regular meetings and works with EPSO for service activities and "brown bag" lunches. Dr. Cyndi Riccio serves as the faculty advisor. The 2017-2018 Officers are :

President: Shannon Clark

President Elect: Alyssa Gonzalez
Past President: Kelsey Ragan
SASP Representative: Chris Prickett
Secretary: Cynthia Lang
Treasurer: Ryan Hinojosa

Other University-wide Student Organizations

The **Black Graduate Student Association (BGSA)** serves as a voice for African American Graduate Students on this campus. There are also affiliates with African American Professionals in the community who are members of BGSA as well. This should be expected since our existence is not confined to the Texas A&M University campus. African American professionals in the community provide a unique perspective that is greatly needed if we plan to create and maintain an environment in which we can flourish in all aspects of our lives. BGSA is on Facebook!

The **Hispanic/Latino Graduate Student Association (HLGSA)** is an educational organization committed to the recruitment and retention, and academic/professional development of Hispanic/Latino/a graduate students, as well as to the solicitation of support to foster a nurturing environment for Latino/a graduate students at Texas A&M. The HLGSA strives to establish and implement programs and workshops for the purposes of networking, fostering positive relationships, and enhancing the experiences of students at TAMU. The Facebook page for HLGSA is **http://www.facebook.com/group.php?gid=2202743857**

LGBTQA Graduate Group of Texas A&M serves to provide an environment for the LGBTQA graduate students of Texas A&M University to meet socially; to serve the local, national, international, and Texas A&M communities through acts of community service, fundraising, raising public awareness of social causes, and promoting the core values of Texas A&M University; to assist LGBTQA graduate students of Texas A&M University in transitioning to the professional workforce and academia after completing their degrees; and to collaborate with the other professional and graduate student LGBTQA groups across Texas to promote social equality, assist in transitioning to the professional workforce and academia, and to promote the exchange of ideas, collaboration, and support in difficulties encountered.

Indian Graduate Students Association serves the over 800 Indian graduate students (alumni, current, & incoming) and their families at Texas A&M University. Student leaders have recognized that the issues faced by Indian graduate students and their needs are unique to this demographic. These students come from varied backgrounds, and face many challenges with transitioning to a distinctly new system of rules and procedures. The IGSA mission focuses on 1) Advocacy; 2) Networking; and 3) Mentoring.

In addition to these graduate student groups, a number of student organizations are open to both undergraduate and graduate students including: **African Students Association, American Indian Student Association, Arab Student Association, Argentine Student Association, Azerbaijani Student Association, Bangladesh Student Association, Brazilian Students Association, Chinese-American Association, Chinese Newcomer Club, Chinese Students and Scholars Association, Colombian Student Association, Hispanic Presidents' Council, Indian Students Association, Egyptian Student Association, Indonesian Students Association, Japan Club, Korean Student Association, Latin American Student Association, Malaysian Student Association, Mexican Student Association, Mosaic Flowers** (women and women of color), **Nepalese Student Association, Pakistani Students Association, Persian Student Association, Philippine Student Association, Saudi Student Association, Sri Lanka Association, Taiwanese Student Association, Teaching Every Individual African-American Culture and Heritage, Texas**

A&M Chinese Student Association, Texas A&M Polish Association, Texas A&M Thai Student Association, Turkish Student Association, Vietnamese International Student Association, Vietnamese Student Association. There are many other student organizations as well.

Professional Organizations

Students are encouraged to hold memberships in any of the following organizations (Applications are available in the Student Services Office or through faculty)**.**

American Psychological Association (APA)

Student affiliate membership in APA is available for nominal cost. Many students take advantage of this opportunity. Student affiliates receive the Monitor and may receive the American Psychologist at reduced cost. Personal liability insurance at reasonable costs is available through this organization. Students are encouraged to become student members of the Division of School Psychology of the APA (Division 16). APA Division 16 is on Facebook and on Twitter (@apadivision16).

There are also other divisions of APA that may be of interest including Div. 37: Children, Youth, and Families; Div. 40: Society for Clinical Neuropsychology; Div. 45: Society for the Psychological Study of Ethnic Minority Issues; Div. 54: Society of Pediatric Psychology; Div. 55: Clinical Child and Adolescent Psychology. Students also can be a member of APAGS, the Graduate Student group associated with APA. The annual APA convention was recently held in Washington, DC; this coming year (August 9-12, 2018), it will be held in San Francisco, CA.

Texas Psychological Association (TPA)

Many students are members and/or participate in TPA. TPA membership provides a subscription to The Texas Psychologist. TPA holds an annual convention and other meetings during the year. This year (2017) the annual meeting will be November 16th-18th in Houston, TX.

National Association of School Psychologists (NASP)

A number of students are members of and have presented at NASP. Their journal (*School Psychology Review*) and conference accept both conceptual and research oriented material. It is an opportunity for dissemination of the research being conducted in the program and find out what the issues are in the field. NASP has a student leadership group and one student is designated as the representative for the program; **Oscar Widales-Benitez**'s term is 2016-2018; xxx's term is 2017-2019. The NASP Student Leader is responsible for sharing information from the NASP leadership, that applies to students and National School Psychology Week. This year (2018) the convention will be in **Chicago IL** from February 13-16. Each year at NASP, TAMU students, faculty and graduates get together for networking.

Texas Association of School Psychologists (TASP)

The state association for school psychologists, TASP is actively involved in licensing, as well as the practice of school psychology in Texas. The first TASP journal, *Research and Practice in the Schools: The Official Journal of the Texas Association of School Psychologists,* was published in October, 2013 and is a potential publication outlet. Each year they have a conference, all workshop based, that is intended to meet all continuing education requirements for licensure (LSSP or Licensed Psychologist). This year (2017) the TASP conference will be November 2-4 in Dallas, TX.

International School Psychology Association (ISPA)

The mission of the ISPA is to promote worldwide cooperation amongst school and educational psychologists; this association is recognized by the United Nations as an important non-governmental organizational that speaks on behalf of children and youth around the globe. The major aims of ISPA include the use of sound psychological principles within the educational context across the world; communication between professionals committed to improvement of the mental health of children in schools all over the world; encouraging the use of school psychologists in countries where they are not currently being used; and to initiate and promote cooperation with other organizations to help children and youth internationally. This past July, ISPA met in Manchester, UK; next July, ISPA will be in Tokyo, July 25-28.

Other organizations that students may want to join include **AERA (American Educational Research Association), CEC (Council on Exceptional Children), AABT (American Association of Behavior Therapy), SRCD (Society for Research in Child Development), SRA (Society for Research on Adolescence), SPP (Society for Pediatric Psychology), APS (Association for Psychological Science), and NAN (National Academy of Neuropsychologists).** Students are encouraged to present at any professional conferences. You will receive additional information on these and other professional organizations from your advisor, other faculty, and as part of SPSY 611. Announcements of submission information, as well as the conferences, are also usually posted on the student listserv as they are received. A listing of conferences is included at the back of this handbook, but always check future dates for accuracy as there may be changes.

XIII. Resources: Facilities and Services

Departmental Facilities

The Department of Educational Psychology is housed on the sixth, seventh floor and parts of the fourth and first floor of the Harrington Education Center Tower (EDCT). The **Educational Research and Evaluation Laboratory (EREL)** is found on the seventh floor. This facility is designed to assist faculty and students in research design, statistics, and computer operations. In addition to expert consultation, computer terminals and word processing capabilities are readily available. Equipment, including laptops and projectors for presentations can be reserved through the EREL as well (erel.tamu.edu/checkout). A printing kiosk has been added in the past year to facilitate printing by students (up to 300 copies).

The **Counseling and Assessment Clinic** (**CAC)** is found in two locations, one on the third floor of Milner and the other in the Family Health Clinic on Texas Avenue in Bryan. The CAC offers counseling services and assessment on a sliding scale to university students, faculty and staff, as well as to the local community. Equipped with one-way mirrors and video streaming equipment at the Bryan location, this center provides an excellent setting, as well as a wide array of clients, for practicum training in the program.

An extensive test library at the Milner location affords students the opportunity to become acquainted with a wide variety of testing materials. Because the CAC provides services to the public, it is considered a clinical setting and **appropriate professional attire is required when working in either CAC even if you are not directly providing client services**.

Clerical Support

General and Communication. The University, the Department, and the Program each have listservs that are used to maintain communication and provide information on various on-campus activities. The University, the College and the SPSY Program have Facebook accounts to share accomplishments and other news. All students are provided with email accounts. In addition, Code

Maroon is the alert system to alert faculty and staff via text and/or email of any situations of concern on campus or in the immediate area.

All offices, including those of GAs, have computers with standard programs, and printers and/or the capacity to print to a shared printer or via the kiosk in the EREL. For students who do not have a GA-ship, they can request a study room at Evans Library – these are limited, and usually reserved for advanced students. All classrooms at this point have sympodium with capability for projection from multiple media; software such as Camtasia is also on each of these systems. On-line support is available for all classes via eLearning or an internal program, Moodle; the extent to which these are used varies by instructor. Finally, Student Computing Services is a large complex housing computers, a range of printing capabilities, and sufficient staff to provide hands-on, one-to-one assistance to faculty or students.

Within the Department, there is an Administrative Assistant to the Department Head (Cathy Watson) and three additional staff. Two of the staff are dedicated to financial matters (Angela Welch, Teresa Roberts). Ms. Welch may assist students in completing paperwork for any assistantships or hourly work, and may be of assistance should there be problems with financial aid. The other staff member is predominantly involved in the provision of supplies (Teresa Roberts), including supplies of faculty and GA offices, as well as the CAC. The third staff member (Sally Kallina) is responsible for the Academic Advising Office, as well as assisting with scheduling, book orders, and course evaluations. The Academic Advising Office assists with the application process, registration, processing of forms for OGAPS (i.e., degree plans), and assistance in preparation for internship applications (i.e., with transcript requests). The GAs in the Academic Advising Office also assist with maintenance of student records, which are protected under FERPA. The Academic Advising office can help with other aspects of TAMU procedures as well.

Research Support. Clerical support **for research activities** within EPSY includes a range of services, including software and technology support through the Technology Office (4th floor) and the EREL for faculty, students, and staff (7th floor). For research papers and presentations, assistance is available for development and production of power point presentations and posters through the EREL and Technology Services. The EREL staff are available to assist with data analysis and use of various statistical software (e.g., SPSS, SAS, MPlus, Lisrel, Stata). Referencing software (RefWorks, EndNotes, and others) is available to students at no cost through the University; other major software products (e.g., Microsoft Office) are available at a significantly reduced cost ($35).

In preparation of manuscripts and particularly the dissertation, the Chair of the student's committee as well as other committee members will assist with editing and proofreading. Upon submission of the manuscript, additional review is completed by the staff of the Thesis Office. Other clerical support (i.e., assistance with writing skills) is available through the University Writing Center and POWER. The Thesis office also has a list of recommended individuals to assist with editing if appropriate. Periodically, a faculty member will run dissertation 'support groups' designed to help students maintain forward motion in the dissertation process. This summer, one faculty member organized a "writing club" to help students progress in proposal and dissertation writing. Please check with the Academic Advising Office or your advisor for additional information on these programs.

Practice Related. Additional clerical support is provided for students and supervisors working in the clinic, with 50% of GA time devoted to assisting and instructing students in the form and format of records, chart notes, and reports. The clinic supports also include mailing and faxing of forms and keeping track of appointments. The CAC maintains current versions of major assessment tools and these can be checked out by students for coursework as well as for field experiences. For students in assessment classes, clerical support is provided with regard to scoring; the GA for the test library will provide assistance in checking in and out assessment kits as well as providing support for the use of

Titanium and chart completion. University supervisors are available to students with emergency (on-call) procedures in place.

Financial Assistance

The Department of Educational Psychology annually provides assistance for 20-30 doctoral students through appointments to graduate assistant teaching, graduate assistant non-teaching, and lecturer positions. Additionally, a number of students are able to locate assistantships in other departments and agencies on campus.

Fellowships are available on a competitive basis through the University (Diversity, Pathways), the College (Merit, Strategic Scholar), and the Department (Heather Bradley Endowed Fellowship, Sarah May Endowed Fellowship, and others). For some of these, faculty make nominations at the time of admittance to the program. For others, the announcements are made public and it is the student responsibility to initiate the process. Travel awards are frequently available for conferences through the organization planning the conference; it is the responsibility of the student to apply for these. Each semester, some monies for student travel for the purpose of presenting at a conference is determined based on application to EPSO. Students must submit appropriate receipts within the designated time frame in order to get funding.

Other financial assistance is available through the Department of Student Financial Aid, located on the second floor of the Pavilion. Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to advise the Academic Advising office if they are looking for an assistantship. Possible jobs and GA-ships are posted on the EPSY site : http://studentjobs.cehd.tamu.edu and are included in the weekly **EPSO Updates** put out by the Academic Advising Office.

Financial aid programs for graduate students include the Robert T. Stafford Loan (formerly the Guaranteed Student Loan), the Perkins Loan (similar to the Stafford Loan), the Hinson-Hazelwood Loan, College Work Study, the Texas Public Education Grant and the State Student Incentive Grant. To be considered for all forms of aid available to graduate students, a student must file either the Financial Aid Form (FAF) or the Family Financial Statement (FFS). As of Fall 2016, students need to put all courses taken or planned on their degree plan even if not required for graduation or financial aid will adjust available funding. Additionally, there are loans available directly through the university financial aid office:

Short Term Loans

These loans are made to provide assistance to students who experience temporary financial difficulty in relation to educationally related difficulties, relocation expenses for graduating students, emergency medical expenses, rent, food and other bills. The amount of the loan, terms, and conditions vary according to the designated purpose. Generally, loans must be repaid (with 10% simple interest) within a prescribed payment period of 3 to 9 months.

Emergency Tuition and Required Fees Loan Program

All students enrolled at least one-half time and making satisfactory academic progress who can demonstrate financial need are eligible. Graduate students must have a 3.0 GPA and the loan must be repaid (with a 5% interest rate) within 90 days (within 30 days during the summer).

Little Loans

Cannot exceed $50 and must be repaid within 30 days. Each loan is subject to a service charge.

Installment Plan

Tuition, required fees, room and board may be paid in installments during the Fall and Spring semesters. This plan must be requested at the time of registration, and a $15 service charge is added to the fees.

Please contact the Department of Student Financial Aid for further information and/or forms.

TAMU Facilities

Texas A & M University Libraries. Texas A&M University Libraries serves both the research and study needs of students and faculty across campus. Online research collections and services include Get it! deliverEdocs and Chat with Us, thousands of books and journals, subject guides and more. Study space and additional research help can be found in any of the libraries located across campus. The University Libraries encompasses five facilities plus the online library. The University's principal research collections, numbering over 1,300,000 volumes and the 3,800,000 micro-forms, are housed in two centrally located facilities – the Sterling C. Evans Library and Annex. Centralized reference service is available on the first floor of Sterling. The Documents Division, located on the second floor, offers assistance in using the large collection of government documents and technical reports. More than 15,000 serial titles are received, as well as state, national and foreign newspapers. The library also is a depository for selected federal documents. It also houses over 700,000 reports (primarily, but not exclusively, in the engineering disciplines) on microfiche.

Most materials may be checked out for a period of four weeks. Exceptions are periodicals, which can be checked out for four hours, and reference materials and materials temporarily reserved by instructors for required reading, which must be used in the library. As a member of the Center for Research Libraries, the library can provide access to the Center's more than 3,000,000 volumes of research materials. Information about the Center for Research Libraries is available from Interlibrary Services Division on the second floor of the library.

Another special service is offered in bibliographic instruction. Tours of the library can be arranged to cover areas from general orientation to in-depth bibliographic instruction in specific fields of study. Classroom instruction is also available. Contact the instructional services librarian for further information. The library's Automated Information Retrieval Service (AIRS) offers a wide range of on-line and laser disk bibliographic and statistical data bases. All major fields of inquiry are represented in the data bases. Types of materials retrieved by the system range from technical reports and patent information to published articles and project descriptions for current research activities. Costs vary with the data base searched.

Students, faculty and staff can also access national and international bibliographic databases at a nominal cost through the "do-it-yourself" computerized searching service offered by the Reference Division. A Learning Resource Department (LRD) located on the sixth floor has more than 150 microcomputers with several printers that are available to students for class and research-related use. Audio visual materials and equipment also are available in this department. Students also make use of the Medical School library (across Wellborn Rd.) and the U.T. Austin Library.

University Student Services

The Division of Student Services is a cluster of administrative departments under the supervision of the Vice President for Student Services. It is designed to serve students at Texas A&M University and includes:

The Memorial Student Center (MSC) which combines a beautiful facility and a wide variety of services and programs intended to meet the cultural, social and recreational needs of the university community. This facility includes meeting rooms, printing center, the central ticket office, lounges, a cafeteria and snack bar, bookstore, a music listening room, bowling lanes and an art gallery. The MSC

Council and Directorate is responsible for producing a wide variety of programs, ranging from ballet to leadership conferences, as well as for providing a laboratory for individual growth and development. All students are invited to become involved in MSC programs and to use the facilities and services of the MSC.

Office of the Students' Attorney offers legal advice and counseling to all students and recognized student organizations on a variety of matters including landlord/tenant problems, consumer protection, auto accident and domestic relations law.

Student Counseling Service (University Counseling Center) provides limited duration counseling in the following areas: personal-social, crisis/emergency, marriage/couples, human sexuality, career and group counseling; a career, educational and personal growth information library; test interpretations; and referral to other services. Confidentiality, to the limits provided for by law and judicial decisions, is maintained.

Student Activities assists approximately 680 student organizations with organizational development, funding and activities, including the local SASP Chapter. This office also publishes calendars, handbooks and other publications of an informational nature for the university community.

Student Affairs is responsible for on-campus housing, off-campus programs, withdrawals, student life, orientation, discipline, and other areas of student concern.

University Health Service (A.P. Beutel Health Center) provides a modern clinic for outpatient services and beds for 44 inpatients. The facilities of the clinic include a modern laboratory and X-ray, physical therapy and diagnostic departments. The medical staff includes not only general practitioners, but also consulting specialists in general practice, surgery, orthopedics, urology, gynecology and psychiatry. The University Health Center also houses the Center for Alcohol and Drug Abuse Prevention which provides information, speakers, and audio/visual material related to the prevention of substance abuse.

The University Health Center is closed during official University holidays. The outpatient clinic is open from 8:00 a.m. to 4:00 p.m., Monday through Friday. For illness requiring medical attention that occur during hours the clinic is closed, the emergency room of this facility, located on the second floor, remains operable. The Health Center fee entitles the student to clinic visits as needed, most diagnostic examinations, care of illness or accidents, ten days of treatment(s) per semester for cases requiring hospitalization at the university, medications according to pharmacy policy (medications unavailable at the hospital must be purchased by the student), and X-rays and laboratory tests as indicated. The University Health Center does not perform or provide care for major surgery. In these cases, the student selects the hospital and surgeon and assumes financial responsibility for surgical or medical procedures.

Support Services for Students with Disabilities, Texas A&M University does not discriminate on the basis of disability in admission or access to its programs. Otherwise qualified disabled students are offered a variety of forms of assistance through the Office of Support Services for Students with Disabilities is located in Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637 (v/tty). For additional information, visit **http://disability.tamu.edu**.

The office, a component of the Department of Student Affairs, coordinates accommodations that may be needed in academic areas or residence life to permit students with disabilities to successfully pursue a college education. The office also works closely with the Texas Rehabilitation Commission (TRC) to assist students with disabilities.

Career Planning and Placement Center

The University feels a definite responsibility to provide all possible assistance to its graduates in pursuing suitable professional career opportunities. The Career Planning and Placement Center is

responsible for all placement services in all departments and divisions of the University. It provides a comprehensive on-campus recruiting/interviewing program as well as individual and group counseling services to insure that Texas A&M University graduates are well informed, prepared for the job search and availed of every opportunity to choose from professional alternatives. The use of the services provided by the Career Planning and Placement Center is limited to students and alumni of Texas A&M University. Seniors and graduate students who wish to use these services should file a record of their qualifications with the Center early in the year during which their university work will be completed. The Center is located on the second floor of the Koldus Building.

Recreational Facilities

Recreational Sport. Texas A&M University is generally recognized as having one of the best all-around recreational sports programs in the country.

Off Campus Center (OCC)

The OCC provides students with information on apartments and houses and maintains a roommate locator file. The OCC also provides information on resolving landlord and room-mate difficulties and periodically conducts workshops to deal with these problem areas.

Multicultural Services - Division of Student Affairs

Multicultural Services provides retention programs and services for ethnic minority students at Texas A&M, including access to tutoring, day trips, and other activity. These services are predominantly geared toward undergraduates. The department's multicultural resources include video, audio, and printed material available for staff and student use; outreach programs to faculty and students on cultural diversity and racism in higher education.. Scholarship/fellowship information, extracurricular and academic counseling, a career development institute, and racial and cultural sensitivity and awareness seminars are offered by the department. The department also aids the University in its efforts to promote cultural pluralism in academics and extracurricular activities.

Computing Centers

The Computing Services Center (CSC) is a service facility dedicated to providing the best possible computation support promptly and at the lowest cost within the available resources. The center provides a centralized data processing facility for academic, research and administrative efforts of the University. The CSC also has the capability to produce posters for presentations at minimal cost, charged to student accounts. Students have access to the main frame computing system (students are assessed a fee for this service each semester). Computers are available for students in the Remote Computing Center (located downstairs behind the Sterling C. Evans Library), the Academic Computing Center (located in the Blocker Building), and the Teague Computing Center (located in the Teague Building). Assistance is available at each center for those students needing help. Computers for student use are available on the 2nd, 4th and 7th floors of Harrington Tower.

XIV. Evaluation of Student Progress/Annual Review

The School Psychology program at least annually evaluates students' academic progress and growth in clinical skills, as well as personal and professional characteristics relevant to functioning as professionals. The goals and objectives described on p. 8 will be evaluated as part of the annual review process. This includes discipline specific knowledge and professional competencies with established minimal levels of achievement (MLA). These are addressed in addition to adequate progress toward degree completion. All students are reviewed by program faculty annually, complete an online portfolio, and engage in self-evaluation; greater emphasis is placed on the review process at

the program level for students in the first and second years. Additional information on the process is provided on p. 41-43, 74.

Objective/Competency	General Area	Professional Competency	How Evaluated
Students will demonstrate knowledge of the historical perspectives and frameworks in psychology	Discipline Specific Knowledge	• Understanding of psychological foundations across fields of psychology; • Understanding of the foundation and history of School Psychology	• Advanced Psychology GRE • Praxis II School Psychology • Grades in SPSY 611, SPSY 610, and all core SPSY courses • Annual faculty- and self-evaluation
Students will demonstrate knowledge and understanding of basic content areas as they impact on professional practice	Discipline Specific Knowledge	• Understanding of affective, biological, cognitive, developmental, and social influences on behavior of self and others	• Advanced Psychology GRE • Grades in SPSY 611, EPSY 647, EPSY 621;consideration in case conceptualization in SPSY 612, 614, 617 and all field experiences • Annual faculty- and self-evaluation
Students will demonstrate advanced integrative knowledge in scientific psychology	Discipline Specific Knowledge	• Integration of two or more of affective, behavioral, cognitive, developmental, and social aspects in case conceptualization;	• Grades and consideration in case conceptualization in SPSY 612, 614, 617 and all field experiences; supervisor evaluations in field experiences • Research activities as documented in portfolio, presentation, publication • Annual faculty- and self-evaluation
		• Integration specific to research methods (strengths, limitations, interpretation); • Ability to engage in critical thinking; • Ability to conceptualize and engage in independent research	• Grades in EPSY 640-641 (Experimental Design in Education); EPSY 625 (Measurement Theory, Psychometrics); SPSY 612, 617, 643 (Psychometrics); grade in additional

			research course • Research activities as documented in portfolio, presentation, publication • Annual faculty- and self-evaluation
Students will demonstrate knowledge, understanding, and application of ethical and legal standards	Profession-wide Competencies: Ethics and Legal Standards	• Understanding and actions consistent with the APA Ethical Principles of Psychologists and Code of Conduct; • Understanding relevant laws, regulations, policies applicable to school psychology and health service psychology at organizational, local, state, regional, and federal levels; • Understanding State standards, rules, and guidelines	• Grades in SPSY 611, all core SPSY courses; supervisor evaluation for all field experiences • Praxis II School Psychology • Annual faculty- and self-evaluation • Completion of CITI training
Students will demonstrate knowledge, understanding, and sensitivity to human diversity (age, culture, disability, ethnicity, gender, gender identity, language, national origin, race, religion, sexual orientation, socioeconomic status)	Profession-wide Competencies: Individual and Cultural Diversity	• Understanding of how their own history, attitudes, and biases affect their perceptions and interactions with others; • Knowledge of the current theoretical and empirical based as it relates to addressing diversity in all professional activities; • Integration of their awareness and knowledge in the conduct of professional roles; • Ability to articulate how to work effectively with diverse individuals and groups	• Grades on EPSY 605, all SPSY courses and supervisor evaluations for field experiences • Praxis II School Psychology • Annual faculty- and self-evaluation
Students will behave consistent with professional values and attitudes	Profession-wide Competencies: Professional Values and Attitudes	• Demonstrate appropriate deportment, integrity, accountability, commitment to lifelong learning and concern for the welfare of others; • Engage in self-reflection and take steps to improve performance, well-being, and effectiveness; • Actively seek and respond to feedback and supervision; • Respond professionally to complex situations with increasing degrees of independence	• Grades across all SPSY core courses and supervisor evaluations for field experiences • Annual faculty- and self-evaluation

Students will demonstrate effective oral and written communication skills and effective interpersonal skills	Profession-wide Competencies: Communication and Interpersonal Skills	• Developing and maintaining effective relationships with a wide range of individuals across settings; • Comprehend and produce appropriate and well-integrated oral and written communications for differing audiences and purposes; • Ability to manage difficult communication effectively and professionally	• Grades across all SPSY core courses and supervisor evaluations for field experiences and interactions/written reports • Class presentations, in-service presentations, and presentations at professional conferences • Publications • Annual faculty- and self-evaluation
Students will select, apply, and interpret assessment results along with all other relevant data, using multiple sources and multiple methods	Profession-wide Competencies: Assessment	• Understanding of the need to consider standards of measurement, psychometrics, and empirical literature in selecting assessment methods with consideration of diversity; • Understanding of the need for relevant data from multiple sources and methods, identifying which are objective and which are subjective; • Interpreting the results for case conceptualization that considers results as well as other factors that may bias interpretation • Communicating results accurately and effectively for a range of audiences	• Grades across SPSY 612, 614, 617, 642, 643 • Supervisor evaluations for field experiences • Written reports (intake, psychological, summary) as well as in research • Annual faculty- and self-evaluation
Students will demonstrate competence in evidence-based interventions consistent with school psychology practice and the scope of health service psychology	Profession-wide Competencies: Intervention	• Ability to engage and maintain relationships with clients; • Ability to identify and implement evidence-based intervention plans specific to the client goals; • Ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking; • Ability to apply research to clinical decision-making; • Understanding the need for and the ability to evaluate intervention effectiveness and adaptive goals and methods as informed by progress	• Grades across SPSY 612, 614, 617, 642, 643 • Supervisor evaluations for field experiences • Written reports (intake, psychological, summary) as well as in research • Annual faculty- and self-evaluation

		monitoring • Understanding how intervention can apply to individuals, families, groups, organizations for academic concerns as well as mental health	
Students will demonstrate the ability to consult and collaborate with others in a professional capacity	Profession-wide Competencies: Consultation and Interpersonal/ Interdisciplinary Skills	• Understanding of and respect for the roles and perspectives of other professions; • Understanding of consultation models and practices	• Grade in SPSY 628, 638 • Supervisor evaluations for field experiences • Annual faculty- and self-evaluation
Students will demonstrate knowledge of the supervision process	Supervision & Teaching	• Knowledge and understanding of supervision models and practices • Knowledge and understanding of teaching and mentoring	• Reflection paper, supervisor evaluation, and grade in SPSY 683: Field Experience in Supervision • Class presentations, guest lectures, and conference presentations • Annual faculty- and self-evaluation

One component of all annual reviews will be the **online doctoral student portfolio review**. Each student has an online record, accessed at http://myrecord.cehd.tamu.edu with their University Identification Number (UIN) and password. Each student is to provide information in the "portfolio" section of this record, including a complete and updated curriculum vita, samples of their work, and separate listing of research papers and presentations by March 1st of every year; students will be blocked from registration for the summer if they do not update their portfolio by March 1st. Students may wish to complete their portion of their record with the assistance of their Advisor/Chair in advance of the deadline. Doing this as an on-going activity, rather than waiting until the last minute, is recommended. Faculty members will then complete a portfolio review and provide feedback on the student objectives with a summation by the Temporary Advisor or Chair that is shared with the student. In addition, faculty will complete a rating of professional competencies and identify any areas of strength or remediation to guide the student and will assess adequate progress. Students will complete a self-evaluation using the same form (see Appendix).

For the first year review, student progress is reviewed by the School Psychology faculty as a whole and the results are then shared with the student by the student's temporary advisor along with a letter from the Program Coordinator/DCT. Based on that review, a decision is made as to whether the student is ready for supervised practice as scheduled in the second year. For the second year review, each student meets with the School Psychology faculty and discusses their perceived progress in the program, research and career goals, and any concerns face-to-face. At that time a decision is made as to readiness for the school-based field experience.

Reviews beginning in the third year will be conducted by the program with specific attention to clinical aspects and determination of readiness for internship if appropriate, as well as progress toward degree completion. Prior to verification of the APPI for internship by the DCT, the program

will make a determination as to readiness for internship. Additional reviews related to progress toward degree completion are typically conducted by the student's Advisory Committee with regard to progress toward completion of the dissertation, and coincide with the proposal meeting/preliminary examination, completion of internship, and the final defense. These will be shared with the program faculty.

As noted in objectives related to professional and ethical behavior, communication skills, and general competencies outlined above, the program faculty is responsible for evaluating a student's personal characteristics as well as their academic performance. The student's in-class and out-of-class behavior and relationships that have implications for the student's suitability to be a professional psychologist may be considered by the School Psychology Faculty for evaluative purposes. If the School Psychology faculty have a significant concern regarding a student's progress in the program or suitability to be a professional psychologist, the student is given early notice of these concerns and an opportunity to meet with the School Psychology Faculty to discuss these concerns (see p. 41-43 of this handbook for further information on procedures in the event of concerns).

At any time there is a concern, a student also may request an opportunity to have his or her performance in the program reviewed by the School Psychology program faculty (see Due Process on p. 43). Both online, and with the written letter of annual review, students have the opportunity to disagree with the conclusions and may request a meeting to discuss any perceived inconsistencies or inaccuracies.

Preliminary Examinationsand Dissertation Proposal

Each student completing the doctorate in school psychology is required to pass written and oral preliminary examinations, also referred to as comprehensive examinations. While there may be differences in the format and content based on the student's advisory committee, the School Psychology faculty have adopted a policy that requires all SPSY students to take the Praxis II (as the licensing exam for the Licensed Specialist in School Psychology as well as the NCSP) with a passing score as needed for the LSSP and the NCSP (147 as of 2016) as an objective measure of their knowledge specific to the practice of school psychology. The program has chosen to us the GRE Advanced Psychology Test as an objective measure of knowledge in the field of psychology with a passing score of 550 or better as a **minimum** for the written examination. Students should plan on taking these exams during their second year if not earlier. The student's chair or specific committee members may have additional requirements including the submission of a Major Area Paper (MAP) or completion of a written response to topic-specific questions. **It is the responsibility of the student in coordination with their advisor to identify the requirements of the individual committee members**. The written proposal is the final component to the written examination.

Although there may be individual variation based on the preferences of the chair and committee members, the program faculty have agreed to combine the meeting and presentation of the dissertation proposal with the oral preliminary examination to facilitate scheduling. Students need to have met the requirements for the written examinations prior to scheduling this meeting; students need to have provided all committee members *with a proposal that has been approved by their Chair (or co-Chairs) two weeks in advance of the meeting*. The length and breadth of the proposal is at the discretion of the Chair or co-Chairs. The incorporation of the proposal presentation into the oral preliminary examination does not preclude committee members from asking questions related to any areas of psychology. **Students should consult with their committee members to determine in advance if there are areas that the faculty member plans on asking about as part of the oral examination**. Dissertation format is also at the discretion of the student's committee and may be the more traditional chapter format, or may be a series of studies with a literature review and conclusion,

all in article format. Format should be determined based on the topic area and research questions to be addressed; it should be a negotiation based on the best 'fit' for the research to be undertaken.

XV. Ongoing Program Review

The school psychology program continuously reviews the program in relation to student input, student outcomes, and directives from APA, NASP, the Texas State Board of Examiners in Psychology, the University administration, the College of Education and Human Development, the Department of Educational Psychology, and field supervisors. For each program meeting, the School Psychology student representative is charged with bringing forward any concerns and eliciting feedback from students on specific issues. When there are options for elective courses to be offered, student input is used to make that determination. In recent years, we instituted "Town Hall Meetings" once per semester to provide an opportunity to address any concerns, proposed changes, and so on. In addition, as part of this process, student input with regard to the training received is obtained via survey method for both current students and graduates, as well as field supervisors. Upon graduation, you can expect to receive requests for updated information annually, along with surveys at 2- and 5-years following graduation. This information is helpful in ensuring continued quality training to meet the changing needs of children, families, schools, and communities.

XVI. Additional Sources of Information for Graduate Students in EPSY

The Office of Graduate and Professional Studies Student Handbook includes additional policies with which you should be familiar. Especially relevant is information regarding registration (including continuous registration requirements, course load requirements, in residence registration, *in absentia* registration, and preregistration), time limits for completing degree requirements, scholastic performance requirements, thesis and dissertation policies, applying for degrees, and confidentiality of student records. This handbook is available in the Graduate Advisor's Office. Students are also strongly encouraged to be familiar with Student Rules (http://student-rules.tamu.edu/) for information related to attendance policies, discipline, and the Aggie Honor code.

Listing of Documents Included on CD (in Appendix)

- Course requirements
- Year to Year Expectations
- **Department of Educational Psychology Research Experience Expectations for Ph.D. Students** (Approved 2014)
- **Request to Waive or Transfer Credits for a Core Course**
- **Annual Evaluation of School Psychology Students**
- **Conference Calendar (2017-2024)**

APPENDIX

General Department Doctoral Student Research Expectations Document

Combines (Department of Educational Psychology research experience expectations for Ph.D students approved 10/6/97 and General Department statement of student learning outcomes for the doctoral degree excerpted from academic master plan, teaching and learning roadmap (2008-2009), approved by president January 2010)

VALUES

Within the Department of Educational Psychology and its allied professional fields (e.g., Counseling Psychology, School Psychology, Special Education, Bilingual Education, and Learning Sciences), scientific inquiry (i.e., research) is the most powerful and prominent method for creating new knowledge and testing extant theories. The skills and attitudes of scientific inquiry are also essential to the development and delivery of sound professional services, and directly benefit the clients and constituencies served. Some Ph.D. students will go on to become researchers and teachers, others will go on to become clinicians, administrators, program evaluators. Each professional role requires the skills and attitudes of scientific inquiry.

We value research as a tool for identifying and solving problems in theory and application. To this end, doctoral students must develop the ability to independently conduct research and to use the methods of scientific inquiry to evaluate information in their field. They must become informed consumers, able to critically evaluate theoretical models and insights, research evidence, and the assumptions, arguments, and interpretations of scholarly discourse. This is true for scientist and scientist-practitioner models.

We also value the dissemination of research (e.g., through professional conferences and journals) and new knowledge that contributes to our understanding of important theoretical and/or practical issues and questions in the area of inquiry. This implies both that students are well versed in the knowledge base in their specialty area, and that they have developed facility with all aspects of the research process. It implies that our graduates should be able to function as researchers both independently and collaboratively.

These values guide the following expectations, outcomes, and evaluation procedures.

EXPECTATIONS

Doctoral programs should be designed to foster, and advisors should ensure, that students have continuous involvement in research from the beginning of the doctoral program. Involvement in ongoing research projects should present the student with a variety of research roles representing increasing levels of expertise and responsibility as the student progresses. Student research involvement should promote the development and integration of the full spectrum of research skills, including: identifying research needs; formulating research questions; developing a sound design; choosing or creating appropriate procedures and measurement instruments; carrying out procedures, treatments, and interventions with fidelity; collecting, analyzing, and interpreting data; and presenting findings and conclusions cogently in both oral and print forums.

Emphasis should be placed on the development of the spectrum of research skills that have relevance for the student's probable professional activities. Where programmatically applicable, this includes

opportunities to develop research skills that can be applied in roles of expert clinician, program administrator, or other practitioner in addition to pure or theoretical research opportunities.

LEARNING OUTCOMES

A student who graduates with a Ph.D. from EPSY will be able to:

- Communicate effectively.
- Teach and explain the subject matter in their discipline.
- Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.
- Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.
- Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
- Choose ethical courses of action in research and practice.

RESPONSIBILITIES

Research mentoring should be provided over the length of the program of study, engaging the student in critical dialogues and providing the guidance needed to move from apprentice to expert researcher. It is fair to view the dissertation as evidence of competency to engage in independent research only if it is preceded by extended and multiple opportunities for guided instruction and practice with feedback. The Department expects graduate faculty to provide meaningful, guided opportunities for students to experience all phases of the research enterprise, from problem conceptualization to dissemination. Faculty performance in teaching is evaluated, in part, on the basis of faculty performance in fostering graduate students' development as researchers.

EVALUATION

Students' research involvement and evolution should be reviewed annually by the student's doctoral committee and/or program committee, which should provide the student written feedback about his/her progress toward meeting the research expectation. Each doctoral program handbooks articulate expected annual progress benchmarks. Prior to submitting a dissertation proposal, the student must provide evidence of accomplishment as a researcher in all phases of research, from conceptualization to dissemination. Such evidence includes presentations at meetings of professional associations and authorship-level involvement in scholarly publications. This may be documented by coursework, competencies, exams, or program evaluations of candidate work (please consult program guidelines for details in these relevant areas).

Dissertation proposals will be evaluated on the basis of their potential to advance knowledge and understanding by addressing issues and questions of theoretical and/or practical significance. Both the proposal and the dissertation itself provide evidence that the student has successfully completed the "research apprenticeship" phase and acquired the knowledge and skills needed to function as an independent scholar or scientist-practitioner.

Request to Waive or Transfer Credits for a Core Course*

Course: _____

Instructor Completing Form: _____

Student: _____

1. Course Instructor reviews syllabus of course taken by student:
    a. Code/Title/Date taken of Graduate Course used in place of TAMU course: _____

    _____
    b. Does the syllabus provided indicate similar objectives to the course the waiver is requested for? Yes No
    c. Is the coverage of the content generally comparable? Yes No
    d. If the course was taken years ago, has the student engaged in CPD in this area ? Yes No

    Decision point: if b and c are both No, student cannot waive out of the course. If yes, continue.

2. Does this course require other validation of skills or knowledge? Yes No
    a. If yes, what is required:
        i. Completion of course exam _____
        ii. Copy of completed assignment/paper from previous course _____
        iii. Performance-based component (e.g., administer test, write report from contrived data) _____
        iv. Other: _____
    b. If yes, during what dates should the student plan on completing this process? ____

    _____

3. Based on review of syllabus and/or any validating activity, is there a specific gap that the student still needs that could be obtained by sitting in on specific lectures (i.e., although generally comparable, the course did not cover 'x')? Yes No

Decision:

___ Student does not have to take this course as the skills and knowledge have been covered adequately by the graduate course designated above

____Student does not have to take the course in full, but s/he needs to 'audit' the following lectures: _____

___ Student needs to take the course

Instructor signature: _____

Date: _____

*A course can only be used toward a single degree. If the student has taken a graduate course and obtained a degree, it would be a waiver. If the student took coursework and transferred to TAMU without getting a degree, then the student can transfer up to 12 credits to the TAMU degree plan.

Annual Evaluation of School Psychology Students

1. All students will be evaluated in April **each year** they are enrolled in the program by all program faculty.

2. Evaluation meetings will only be held for second year students and at request of the student or major advisor. Evaluation meetings for second year students will be held in April each year; students should plan to be present at the meeting. They will be attended by all school psychology faculty members including each student's individual advisor. In cases where students have an advisor who is not a school psychology faculty member, evaluations will be sequenced so that advisors need to attend only that portion of the meeting dealing with their students.

3. Review will cover specific content areas (e.g., assessment, therapy, consultation, research) as well as general discussion regarding a student's progress, and professional/ethical behavior. The objectives identified on p. 4 of the handbook will provide a general framework for the review process; competencies for entrance to the field as adapted from APA documents will be considered within the context of these objectives (see form below). In addition, review will consider adequate progress toward degree completion in a timely manner.

4. Students will be responsible for uploading information onto http://myrecord.cehd.tamu.edu each year **by March 1st** for review purposes. This will include uploading of documents to demonstrate skills and abilities specific to objectives and may include de-identified clinical reports (pre-approved as de-identified by supervising faculty), papers completed for courses, paper presentations or in-service presentations made in class or at conferences, vita, etc. For second year students, the meeting will consist of discussion of progress based on this information. The input of faculty and student will then be summarized by the Advisor online and shared with the student. Faculty will be responsible for filling out an evaluation form on each student after review of documents provided by the student and discussion. The summative evaluation will then be shared with the student by written letter with an opportunity for the student to respond to the comments/concerns of faculty.

5. Each year, a decision will be made as to whether satisfactory progress is being made by that student; this will be included in the Advisor's summary statement. In cases where this is not felt to be the case, the program faculty will apply one or more of the sanctions listed in the student handbook.

6. In addition to regular annual review, any student may receive a formal evaluation by program faculty if so requested by his/her advisor or by any member of the school psychology faculty. Any student, including those on internship, can be evaluated at any time if concerns of faculty or staff are sufficient to warrant immediate review.

Professional Conference Calendar

2017–2024

(Note: Key to acronyms is at the end!)

	Conference	***Conf. Dates***	***Location***
September 2017			
	SPP	9/7-10	Denver, CO
October 2017			
	DEC	10/4-6	Portland, OR
	AAPA	10/6-8	Las Vegas, NV
	SDBP	10/13-16	Cleveland, OH
	CLD	10/19-20	Baltimore, MD
	AACAP	10/23-28	Washington, D.C.
	NAN	10/25-28	Boston, MA
November 2017			
	TASP	11/2-4	Dallas, TX
	ICDL	11/9-10	Bangkok, Thailand
	TPA	11/16-18	Houston, TX
	ABCT	11/16-19	San Diego, CA
	LRA (formerly NRC)	11/29-12/2	T ampa, FL
February 2018			
	PCRC	2/1-3	San Diego, CA
	CEC	2/7-10	Tampa, FL
	NASP	2/13-16	Chicago, IL
	SERA	2/14-16	New Orleans, LA
	INS	2/14-17	Washington, D.C.
	LDA	2/21-24	Atlanta, GA
	AABSS	2/26-27	Las Vegas, NV
March 2018			
	NABE	3/1-3	Albuquerque, NM
	ANA	3/21-24	Boston, MA
	APBS	3/28-31	San Diego, CA
	SPP	3/30-4/1	Portland, OR
April 2018			
	SRA	4/12-14	Minneapolis, MN
	SWPA	4/13-15	Houston, TX
	AERA	4/13-17	New York, NY
	WPA	4/26-29	Portland, OR
May 2018			
	APS	5/24-27	San Francisco, CA
	ABA	5/26-28	San Diego, CA

June 2018		
ICAP	6/26-30	Montreal, Canada
July 2018		
INS	7/5-8	Cape Town, S. Africa
ISSBD	7/15-19	Queensland, Australia
ISPA	7/25-28	Tokyo Seitoku U
ILA	7/20-23	Austin, TX
August 2018		
APA	8/9-12	San Francisco, CA
October 2018		
NAN	10/17-20	New Orleans, LA
AACAP	10/22-27	Seattle, WA
TASP	10/25-27	Dallas, TX
November 2018		
TPA	11/15-17	Frisco, TX
ABCT	11/15-18	Washington, D.C.
LRA (formerly NRC)	11/28-12/1	Indian Wells, CA
January 2019		
CEC	1/29-2/2	Indianapolis, IN
February 2019		
INS	2/20-23	New York City, NY
APBS	2/20-23	Washington, D.C.
NASP	2/26-3/1	Atlanta, GA
March 2019		
ANA	3/20-23	Chicago, IL
April 2019		
SRCD	3/21-23	Baltimore, MD
AERA	4/5-9	Toronto, Canada
SWPA	4/12-14	Albuquerque, NM
WPA	4/25-28	Pasadena, CA
May 2019		
APS	5/23-26	Washington, D.C.
ABA	5/25-29	San Diego, CA

July 2019		
INS	7/17-21	Prague, Czech Republic
August 2019		
APA	8/8-11	Chicago, IL
October 2019		
AACAP	10/14-19	Chicago, IL
TASP	10/22-24	Houston, TX
TPA	10/31-11/2	San Antonio, TX
November 2019		
NAN	11/13-16	San Diego, CA
ABCT	11/21-24	Atlanta, GA
December 2019		
LRA (formerly NRC)	12/4-7	Tampa, FL
February 2020		
CEC	2/5-8	Portland, OR
INS	2/5-8	Denver, CO
NASP	2/18-21	Baltimore, MD
March 2020		
APBS	3/11-14	Miami, FL
ANA	3/18-21	Philadelphia, PA
SRA	3/19-21	San Diego, CA
April 2020		
AERA	4/17-21	San Francisco, CA
WPA	4/30-5/3	San Francisco, CA
May 2020		
APS	5/21-24	Chicago, IL
August 2020		
APA	8/6-9	Washington, D.C.
October 2020		
NAN	10/14-17	Chicago, IL
AACAP	10/19-24	San Francisco, CA
TASP	10/22-24	Houston, TX
November 2020		
ABCT	11/19-22	Philadelphia, PA

December 2020		
LRA (formerly NRC)	12/2-5	Houston, TX
February 2021		
CEC	2/10-13	Baltimore, MD
NASP	2/23-26	Salt Lake City, UT
March 2021		
APBS	3/17-20	Minneapolis, MN
April 2021		
SRCD	4/8-10	Minneapolis, MN
WPA	4/30-5/3	San Francisco, CA
August 2021		
APA	8/12-15	San Diego, CA
October 2021		
AACAP	10/25-30	Atlanta, GA
November 2021		
NAN	11/10-13	Washington, D.C.
March 2022		
APBS	3/17-20	Minneapolis, MN
SRA	3/3-5	New Orleans, LA
August 2022		
APA	8/4-7	Minneapolis, MN
October 2022		
AACAP	10/25-30	Atlanta, GA
February 2023		
NASP	2/15-19	Boston, MA
August 2023		
APA	8/3-6	Washington, D.C.
August 2024		
APA	8/8-11	Seattle, WA

KEY:
AACAP= American Academy of Child and Adolescent Psychiatry www.aacap.org
ABA=Association of Behavior Analysis www.abainternational.org
ABCT=Association for Behavioral and Cognitive Therapies www.abct.org
AABSS= American Association of Behavioral and Social Sciences http://www.aabss.net/
AAPA=Asian American Psychological Asssociation https://aapaonline.org/
APA=American Psychological Association www.apa.org
APBS=Association of Positive Behavior Support http://www.apbs.org/
APS=Association for Psychological Science www.psychologicalscience.org
AERA=American Educational Research Association www.aera.net
ANA = American Neuropsychiatric Association www.anpaonline.org
AS= Autism Society http://www.autism-society.org/
CCAN=Conference on Child Abuse and Neglect (biennial conference not posted yet)
http://www.childwelfare.gov/calendar/cbconference/
CCAN – Clinical Child and Adolescent Psychology (Div. 53)
CEC=Council for Exceptional Children www.cec.sped.org
CEDS=Council for Educational Diagnostic Services (part of CEC) www.ceds.us/
CLD=Council on Learning Disabilities (Div. Of CEC) www.cldinternational.org
DADD – Division on Autism and Developmental Disabilities
http://daddcec.org/Conferences/DADDConferences.aspx
DDEL=Division for Culturally and Linguistically Diverse Exceptional Learning
www.cec.sped.org/Content/NavigationMenu/AboutCEC/Diversity/ProfessionalDevelopment/DDEL/default.htm
DEC= Division of Early Childhood (Div. Of CEC) www.dec-sped.org
ICAP = International Congress of Applied Psychology www.icap2018.com
ICDL= Interdisciplinary Council on Developmental and Learning Disorders www.icdl.com
INS=International Neuropsychological Society www.the-ins.org
ILA (formerly IRA)=International Literacy Association http://literacyworldwide.org/
ISPA = International School Psychology Association www.ispaweb.org
ISSBD=International Society for the Study of Behavioral Development www.issbd.org
ISRCAP = International Society for Research in Child and Adolescent Psychology
LDA=Learning Disabilities Association www.ldanatl.org
LDAT= Learning Disabilities Association of Texas www.ldatx.org
LRA (formerly NRC) = Literacy Research Association http://www.literacyresearchassociation.org/
NABE=National Association of Bilingual Education www.nabe.org
NAN=National Academy of Neuropsychology www.NANonline.org
NASP=National Association of School Psychologists www.nasponline.org
NAPPP = National Alliance of Professional Psychology Providers
NLPA=National Latino/a Psychological Association http://www.nlpa.ws/
SPP=Society of Pediatric Psychology www.societyofpediatricpsychology.org
NRC=National Reading Conference www.nrconline.org
PCRC = Pacific Coast Research Conference www.pcrc-conference.org
SDBP- Society for Developmental and Behavioral Pediatrics www.sdbp.org
SERA=Southwestern Educational Research Association www.sera-edresearch.org
SIP=Society of Indian Psychologists http://www.aiansip.org/
SSSR = Society for the Scientific Study of Reading https://www.triplesr.org/
SWPA= Southwestern Psychological Association www.swpsych.org
SRCD=Society for Research on Child Development www.srcd.org

SRA= Society for Research on Adolescence www.s-r-a.org
TASP=Texas Association of School Psychologists www.txasp.org
TPA=Texas Psychological Association www.texaspsyc.org
WPA=Western Psychological Association www.westernpsych.org