



TEXAS A&M UNIVERSITY

Learning Sciences

Division of Learning Sciences Graduate Student Handbook

PhD Programs
2019–2020

*Texas A&M University
Department of Educational Psychology*

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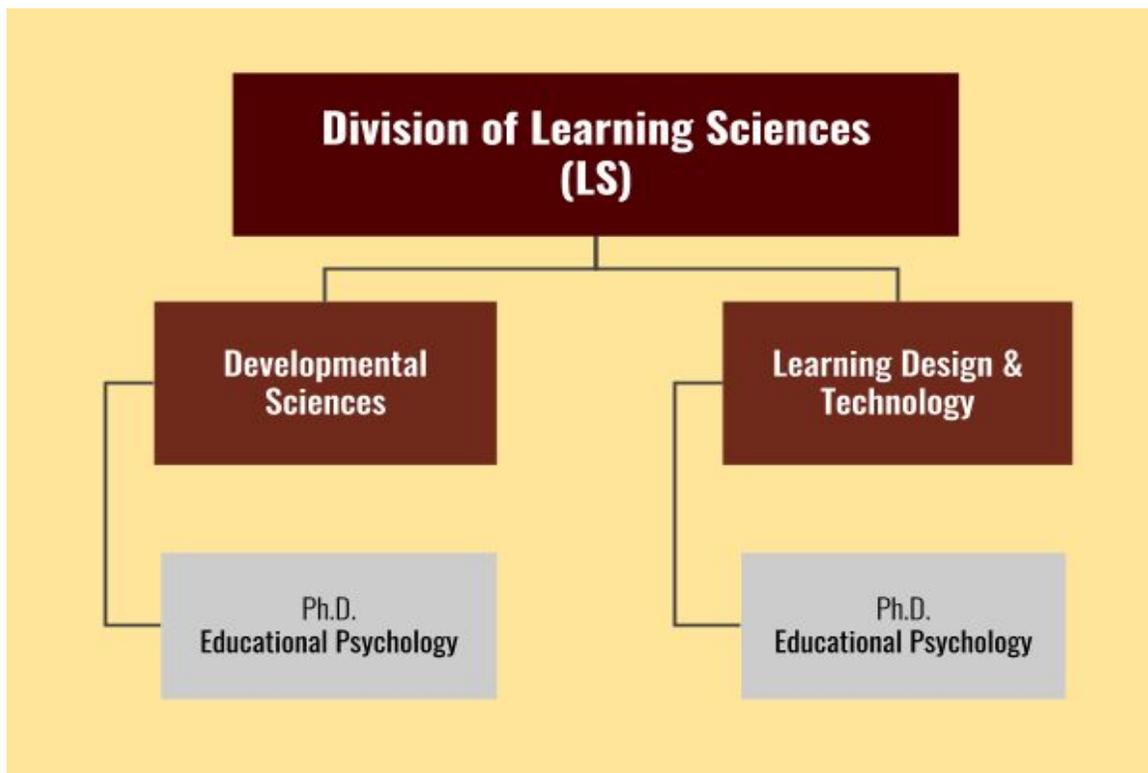
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Welcome to the Division of Learning Sciences

The Learning Sciences Division (LS) operates within the Department of Educational Psychology (EPSY) and the College of Education and Human Development (CEHD) at Texas A&M University. We are excited that you have chosen to enroll in one of our programs and look forward to seeing you grow as a scholar as you begin the next phase of your professional preparation! We feature specialized PhD programs with emphasis areas in:

- Developmental Sciences
- Learning Design & Technology

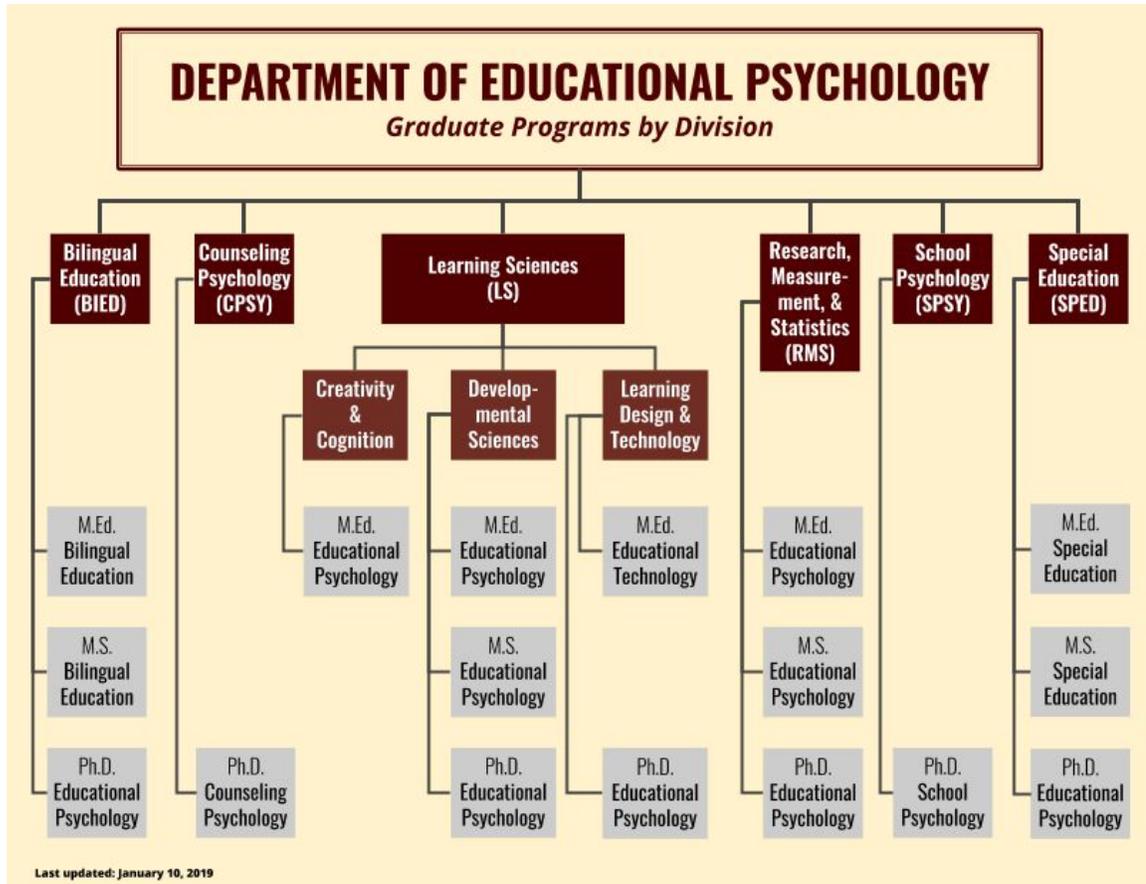
This handbook is meant to acclimate you to the policies and procedures specific to the program in which you are enrolled, and we will begin with an overview of the Department in which the Learning Sciences division is housed. This handbook contains information for newly admitted students regarding the Ph.D. programs, as well as information required by legal statute or the policies of Texas A&M University. Graduate students in the College are subject to the administrative control of the Office of Graduate Studies (OGS). More information about the OGS can be found at <http://ogs.tamu.edu/>.



The Department of Educational Psychology

As a student in the Learning Sciences division, you will be a part of the Department of Educational Psychology (EPSY). EPSY is one of four departments in the College of Education and Human Development (CEHD). At the graduate level, the Department of Educational Psychology offers the Master of Education, Master of Science, and Doctor of Philosophy degrees. Graduate programs are offered in Bilingual Education, Counseling Psychology, Learning Sciences, Research Measurement and Statistics, School Counseling, School Psychology, and Special Education. In addition to department and program requirements, graduate study in the CEHD is subject to the administrative control of the Office of Graduate and Professional Studies (OGAPS).

In addition to its graduate programs, the department offers undergraduate courses designed to assist prospective educators and other students understand creativity, bilingual education, human learning and development, special education, and statistics. These courses are taken by students who are majoring in various fields of study other than educational psychology, students who are minoring in Creativity Studies, students who are majoring in Childhood Professional Services, or who require these courses for teacher certification with the Texas Education Agency or similar agencies in other states.



Division of Learning Sciences: Philosophy, Mission, and Vision

The Division of Learning Sciences adheres to the belief that psychological theory and empirical research can inform and improve education by increasing our understanding of how people learn, develop, think, and solve problems; and how instruction and technology influence these processes. Development and application of measurement and statistical methods to facilitate empirical research on these issues are thus crucial.

Our Mission. Our mission is to promote human learning and development. To do so, we develop theory, study new approaches made possible by emerging technologies, and use quantitative and qualitative methods to conduct research, all with the goal of developing innovative real-world applications.

Our Vision. The 21st century brings unique challenges and opportunities for the science of learning and human development. Advances in data analysis techniques, information technology, and biometric technology have considerable implications for the design of learning environments, the goals we set for students, and the tools we use to reach those goals. Building on a robust tradition of interweaving theory, teaching, and research methods, we are an interdisciplinary group of learning and developmental scientists who

aim to train and mentor the next-generation of leaders with specializations in Developmental Sciences and in Learning Design and Technology. This specialization will link 21st century technologies with established research on human cognition, learning, and development.

Apprentice Scholar Model. Doctoral study in Learning Sciences is based on the apprentice scholar model in which students become immersed not only in knowledge which is known, but also in the process of exploring what is yet to be learned. Under the mentorship of program faculty, Learning Sciences students actively participate in research designed to advance our understanding of human learning, cognition, and development, and the environmental factors that shape them.

Active Division of Learning Sciences Faculty

Idean Ettekal, PhD | Arizona State University (2016)

Child and Adolescent Development, Social and Emotional Development, Peer Relationships, Bullying and Peer Victimization, Interpersonal Relationships, Developmental Psychopathology

Jeffrey Gagne, PhD | Boston University (2007)

Temperament Development, Self-control and Executive Functioning, Multi-method Assessment, Bio-behavioral Approaches

Joyce Juntune, PhD | Texas A&M University (1997)

Intelligence and Creativity, Gifted and Talented Education, Classroom Instruction

Jeffrey Liew, PhD | Arizona State University (2005)

Child and Adolescent Development, Emotion and Self-Regulation, Motivation and Learning

Susan Pedersen, PhD | University of Texas-Austin (2000)

Educational Games, Immersive Learning Environments

Hector Ramos , PhD | Texas A&M University (2015)

Intelligence and Creativity, Cognitive Fixation, Gifted and Talented Education

Suzanna J. Ramos, PhD | Texas A&M University (2015)

Intelligence and Creativity, Gifted and Talented Education, Classroom Instruction, Qualitative Methodologies

Laura Stough, PhD | The University of Texas at Austin (1993)

Disasters and Disabilities, Developmental Disabilities, Qualitative Methodologies

Noelle Wall Sweany, PhD | The University of Texas at Austin (1999)

Online Teaching & Learning, Emerging Technologies, Mobile Learning, Instructional Design

Robert S. (Jay) Woodward, PhD | Texas A&M University (2000)

Creativity, Gifted and Talented Education, Positive Youth Development Outcomes, Global Education

Steven Woltering, PhD | University of Toronto (2012)

Self-regulation, Psychopathology, Neuroscience, Development

Advisors

Advisors exist to assist students with a multitude of academic aspects associated with their degree program. The differentiation of advisors along with their respective roles is listed below:

Entering Advisor

Upon acceptance to the program, you will be assigned an Entering Advisor. This advisor is a member of the Educational Psychology faculty who can initially assist you with:

- Selection of courses for your first year. (Please consult with your Entering Advisor prior to registering for the first semester of classes.)
- Availability of research programs or specialized opportunities in the department

After beginning your first semester, it is your responsibility to schedule a meeting with your Entering Advisor each semester prior to registration for Spring (typically around the second week of October) and Fall classes (typically around the second week of March).

Mentoring and advising relationships do evolve over time and research interests of students and faculty may change. Therefore, students are always welcome to change their Entering Advisors as long as there is another faculty who is qualified and available to serve as a new advisor. If there is not a new advisor available, students will continue working with their Entering Advisor who they agreed and accepted to work with upon entrance into the program. Faculty are aware that their advisement roles are “temporary” until graduate students select a Chair for their Advisory Committee. Students are fully empowered to choose an Advisor that they believe will best support their graduate career. However, it is suggested that students directly notify their Entering Advisor should they decide to be advised or chaired by another faculty member. In addition, faculty members have the authority to accept or decline invitations from students to serve as the Ph.D. advisor/chair depending on their ongoing advising and professional commitments.

Academic Program Advisors

Sally Kallina

PhD Students

Office: 704i Harrington Tower

Email: skallina@tamu.edu

Phone: (979) 845-1831

Additional EPSY Graduate Advisor

Vincent Maldonado

Email: vmaldonado@tamu.edu

Academic Advisors can provide you help with the following:

- Applications and advising for EPSY programs.
- Registration.
 - Information and assistance
 - Drop/Add forms
 - Q-drop
 - In-absentia registration and information
- Deadlines, information, and forms.
 - Written and oral preliminary examinations
 - Dissertations and theses
 - Graduation
- Procurement of rooms for student Advisory Committee meetings.
- Grade sheets for teaching assistants and faculty.
- Maintenance of student records.
- Grade changes (through instructors).
- Variable credit course enrollment (e.g., EPSY 485, 683, 685).
- Student Information Management System (SIMS): Current tracking of courses, enrollment, and student status.
- PhD qualifying exam information.
- Record of addresses and phone numbers of current graduate students.
- Applications for professional organizations.
- Campus maps and community information.
- Information about regulations and services for international students.

Chair and Advisory Committee

The Chair or one of the Co-Chairs of your graduate Advisory Committee must be a member of the EPSY department faculty. Advisory Committee Chairs, or at least one of their Co-Chairs, typically work in the student's area of specialization (either Developmental Sciences or Learning Design and Technology). Advisory Committees for PhD students require at least four members, one of whom is from outside of the department. The committee must be selected from members of the TAMU Graduate Faculty. Recognized scholars who are not Faculty of TAMU may serve as Adjunct Members of the Graduate Faculty following nomination and approval by OGAPS; see [OGAPS Graduate Faculty Guidelines](#) for membership qualifications. When a student first approaches a faculty member about serving as Chair or Co-Chair of the Advisory Committee, they engage in a dialogue to determine if such a relationship is a good match based on their research interests and other factors.

Once the Chair or Co-Chair has been selected, the Student and the Chair or Co-Chairs determine together which faculty should be asked to serve as the other members of the Advisory Committee. Advisory Committee members are typically chosen on the basis of their expertise, although other factors may be considered. The student then typically meets with the identified faculty members to discuss their willingness to serve on the Committee. Once the membership of the Advisory Committee has been determined, potential changes of the Chairs or members, resulting from changes in the students' research topic or the availability of committee members, should be approached in a direct and respectful manner. In all such discussions, the best interests of the student should be the primary consideration, and there should be no fear of reprisal by the faculty member. Changes in the Chair or to members of the Advisory Committee require petitions to the Office of Graduate Studies.

The student's Advisory Committee Chair (or Co-Chairs) has the primary responsibility for guiding and directing the academic program of the student. The Advisory Committee Chair (or Co-Chairs) provides primary supervision of the student's preliminary examination and dissertation and determines when it is appropriate to call meetings of the Advisory Committee.

The duties of the Advisory Committee include responsibility for the degree program, dissertation proposal, preliminary examinations (written and oral, doctoral students only), dissertation (or thesis), and final examination. In addition, the Advisory Committee, as individual members and as a group, are responsible for counseling the student on academic matters, and, in the case of academic deficiency, making recommendations. Additional information about the role and responsibilities of the Advisor/Chair can be found in the Expectations for Graduate Studies at TAMU: <http://ogaps.tamu.edu/>

Degree Requirements

Required Course Credit Hours

The Division of Learning Sciences offers two specialization areas: a) Developmental Sciences and b) Learning Design and Technology. The two share degree requirements, though some specialization coursework differs. Both emphasis areas share the same minimum course credit hours for graduation. Students who enter the Ph.D. program without a Master's degree need to complete a minimum of 96 course credits. Students who enter the Ph.D. program with a Master's degree in a similar field (e.g., education, child and family studies, or psychology) need to complete a minimum of 64 course credits.

Request for Consideration of Course Waivers

For students who enter the Ph.D. program having completed similar or comparable courses as those found in the core requirements (see details provided in the tables for core requirements below), select courses may be considered to be waived based on discussion with the student's entering or Ph.D. faculty adviser and after review and approval by the instructor for the course(s) being considered to be waived. This process ensures the courses are comparable and the student demonstrate requisite knowledge and skills for the required course(s).

Student Degree Plans/Program of Study

Students should always consult with their entering or Ph.D. faculty advisers regarding coursework and their program of study or degree plans if they have questions. Please see course requirements (see details provided in the tables for core requirements below) for details on coursework required for graduation.

**Educational Psychology Ph.D.
Course Requirements for
Developmental Sciences Specialization**

FOUNDATION COURSES (9-12 credit hours)

- EPSY 602 Educational Psychology (3 credit hrs.)
EPSY 673 Learning Theories (3 credit hrs.)

At least one of the following:

- EPSY 646 Issues in Child and Adolescent Development (3 credit hrs.)
EPSY 647 Life Span Development (3 credit hrs.)

SPECIALIZED COURSES (12-18 credit hours)

At least two of the following learning sciences courses:

- EPSY 606 Motivation and Learning (3 credit hrs.)
EPSY 634 Educational Neuroscience (3 credit hrs.)
EPSY 648 Intelligence and Creativity (3 credit hrs.)

At least two of the following developmental sciences courses:

- EPSY 671 Interpersonal Relationships (3 credit hrs.)
EPSY 689 Social and emotional development and interventions (3 credit hrs.)
EPSY 689 Temperament, Behavior Problems, and Psychopathology (3 credit hrs.)

RESEARCH COURSES (minimum 21 credit hours)

- EPYS 622 Measurement and Evaluation in Education (3 credit hrs.)
EPSY 635 Educational Statistics (3 credit hrs.)
EPSY 636 Techniques of Research (3 credit hrs.)
EPSY 625 Advanced Psychometric Theory (3 credit hrs.)
EPSY 640 Experimental Design in Education I (3 credit hrs.)
EPSY 641 Experimental Design in Education II (3 credit hrs.)
EPSY 633 Qualitative Research Design and Data Collection (3 credit hrs.)

DISSERTATION RESEARCH (minimum 12 credit hours)

- EPSY 691 Dissertation Research Hours (variable credits)

ADDITIONAL ELECTIVE COURSEWORK (1 or more credit hours)

Courses both within and outside of EPSY (including additional courses in educational psychology or research may count toward elective coursework. Students should consult with their advisor or program committee to identify appropriate electives.

- The Developmental Sciences Specialization requires a minimum of 64 credits beyond a master's degree to earn a Ph.D. (The minimum is 96 credits for those without a Master's degree.)

- Core course requirements may be waived for students who have successfully comparable graduate coursework and/or demonstrate requisite knowledge and skills.

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**Ph.D. Educational Psychology
Learning Design and Technology Specialization
Course Requirements**

FOUNDATION COURSES (12 credit hours)

EPSY 602	Educational Psychology (3 credit hrs.)
EPSY 673	Learning Theories (3 credit hrs.)
EDTC 602	Educational Technology: Field, Theory, Profession (3 credit hrs.)
EDTC 654	Instructional Design: Techniques in Educational Technology (3 credit hrs.)

SPECIALIZATION COURSES (minimum 15 credit hours)

At least two of the following learning design and technology courses:

EDTC 608	Online Course Design (3 credit hrs.)
EDTC 641	Educational Game Design (3 credit hrs.)
EDTC 642	Designing for Mobile Learning (3 credit hrs.)
EDTC 651	E-Learning Design and Development (3 credit hrs.)
EDTC 655	Instructional Design II (3 credit hrs.)

At least two of the following learning sciences courses:

EPSY 606	Motivation and Learning (3 credit hrs.)
EPSY 634	Educational Neuroscience (3 credit hrs.)
EPSY 646	Issues in Child and Adolescent Development (3 credit hrs.)
EPSY 647	Life Span Development (3 credit hrs.)

CORE RESEARCH DESIGN & METHODOLOGY COURSES (minimum 21 credit hours)

EPYS 622	Measurement and Evaluation in Education (3 credit hrs.)
EPSY 635	Educational Statistics (3 credit hrs.)
EPSY 636	Techniques of Research (3 credit hrs.)
EPSY 625	Advanced Psychometric Theory (3 credit hrs.)
EPSY 640	Experimental Design in Education I (3 credit hrs.)
EPSY 641	Experimental Design in Education II (3 credit hrs.)
EPSY 633	Qualitative Research Design and Data Collection (3 credit hrs.)

ADDITIONAL ELECTIVE/SPECIALIZATION COURSEWORK (4 or more credit hours)

Courses both within and outside of EPSY (including additional courses in educational psychology or research) may count toward elective coursework. Students should consult with their advisor or program committee to identify appropriate electives.

DISSERTATION RESEARCH (minimum 12 credit hours)

EPSY 691	Dissertation Research Hours (variable credits)
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- The Learning Design and Technology specialization requires a minimum of 64 credits beyond a master's degree to earn a Ph.D. (The minimum is 96 credits for those without a Master's degree.)

- Select courses may be waived for students who have successfully completed comparable graduate coursework and/or are able to demonstrate requisite knowledge and skills.

Research and Teaching Experiences

Students should always consult with their entering or Ph.D. faculty advisers regarding research and teaching opportunities offered both within and outside of the Department of Educational Psychology. It is appropriate for students to meet and discuss with their entering or Ph.D. chair/adviser when the student is working on any research, writing project/publication, or teaching experiences which do not involve their entering or Ph.D. adviser.

Teaching Opportunities

The LS Teaching Portal provides a gateway for Learning Sciences students to gain teaching experience. It is highly encouraged that ALL Ph.D. students involve themselves in one of our instructional opportunities that include:

- **Teaching Assistant** - Assist a faculty member with aspects of a course.
- **Teaching Apprentice** - Teach a course together with a faculty member
!Note, this is done via enrolling in a 3-hr EPSY 684 "Professional Internship" Course
- **Instructor of Record** - Teach an undergraduate course on your own
!Note, this option is only available to students who have completed "Teaching Apprenticeship"

To apply for one of those three positions, visit our Teaching Portal:

<https://sites.google.com/tamu.edu/ls-teaching-portal/about?authuser=0>

Teaching Requirements

Students with teaching responsibilities are required by the University to earn a certificate of completion from the Teaching Assistant Institute (TAI) offered through the TAMU Center for Teaching Excellence (CTE).

<http://cte.tamu.edu/Graduate-Student-Support/Teaching-Assistant-Institute>.

All incoming PHD students are now required to attend a one day face-to face course with additional online modules designed to prepare graduate students for college classroom teaching.

To receive the TAI Certificate of Completion*, students are required to

- Complete online TAI training Course
- Attend one TAI face-to-face session
- Demonstrate English Language Proficiency (for international students)

Major Requirements and Milestones for Ph.D. Students

The following milestones are explained in greater detail below:

- Completion of course requirements for specialization area (DS or LDT)
- Preliminary/Comprehensive Exam and Advance to Doctoral Candidacy
- Completion of Dissertation Proposal and Proposal Meeting with Dissertation Committee
- Passing of Dissertation Defense with Dissertation Committee

Preliminary Examination

Every doctoral student is required to pass a preliminary examination (sometimes referred to as comprehensive exams) in order to advance to doctoral candidacy. Note that prior to successful completion of the preliminary examination, doctoral students do not hold status as a doctoral candidate. The student's chair and Advisory Committee will determine the format of the preliminary examination. The process entails written tasks followed by an oral examination with the student's chair and Advisory Committee. It is the responsibility of the student, in coordination with his or her chair, to determine each committee member's requirements for the examination. Although the format varies based on the committee members requirements, most LS students conduct a systematic literature review of research on their dissertation topic and/or complete written exam questions assigned by members of the Advisory Committee. The TAMU library offers resources and consultation on how to conduct a systematic review: <http://tamu.libguides.com/systematicreviews>.

Prior to initiating and scheduling a preliminary examination, the student should review the Steps to Fulfill the Preliminary Exam Requirements of the Graduate & Professional Studies <http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Preliminary-Exam-Requirements>. The student should meet with his or her chair to complete the Preliminary Examination Checklist to ensure that the student has met all eligibility criteria for the examination.

A preliminary examination is administered no earlier than the semester in which the student is within six credit hours of completion of formal coursework (except 684 and 691).

- The oral portion of a student's preliminary examination must be scheduled so that all members of the Program Committee can be present.
- The topic and method of the examination are determined in dialogue with the chair(s) and the committee. Requirements typically include a written review and a meeting in which the student presents his/her work and answers questions.
- The topic for the preliminary exam may, or may not, resemble what the student ultimately ends up choosing for their dissertation.

The substitution of one committee member may be allowed when necessary. Unless emergency circumstances exist, the Program Committee member who will be absent should make arrangements for the substitution.

Note: If a committee chair cannot attend the scheduled examination, or if two (or more) members of the Program Committee will be absent, the examination must be rescheduled.

If the student fails the preliminary examination, there is no obligation for a re-examination. At their discretion, the student's Advisory Committee and OGS may allow one re-examination when adequate time has passed to allow the student to address inadequacies emerging from the first examination (normally six months).

Dissertation Proposal

Every student must complete a dissertation that demonstrates the knowledge and skills required to conceive, develop, conduct, analyze, interpret, and report research at the level expected of a scholar with a PhD degree. As students begin to formulate ideas for their dissertation research, they should communicate with their advisor to discuss the appropriateness and feasibility of the topic/scope of research, available resources to complete the research, constitution of the Dissertation Committee, and proposal development. Students are encouraged to use the Journal Article Style Dissertation Format <http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Thesis%20and%20Dissertation%20Services/Journal-Article-Style.pdf>, which is intended to encourage and expedite publications reporting their findings.

The student then prepares the written proposal. The chair will review and provide feedback to initial drafts of the student's proposal and indicate when it is suitable for dissemination to the Dissertation Committee. At this point, the student should schedule the proposal meeting with the entire Dissertation Committee. A written copy of the completed dissertation proposal should be provided to the Dissertation Committee at least two weeks prior to the scheduled proposal meeting. It is the student's responsibility to consult with committee members to identify and discuss issues that may need to be resolved prior to the proposal meeting. At the proposal meeting, members can offer suggestions and request changes to the proposal; the student is expected to complete these changes before filing the proposal with the Office of Graduate Studies or the IRB.

After receiving approval of the dissertation proposal from the chair and Dissertation Committee and before beginning his/ her research, the student must file an IRB. Only after obtaining IRB approval may the student collect data.

Dissertation Defense

After the student has collected and analyzed the data, he or she writes the dissertation. The student should work with the chair, who will provide input and feedback throughout the process. The student may also seek input from the Dissertation Committee members. Once the chair indicates that the dissertation is ready for dissemination to committee members the student can schedule the dissertation defense. This is a meeting of the entire Dissertation Committee. The student must provide the entire dissertation to all members of the Dissertation Committee at least four weeks before the scheduled defense meeting. In addition, the student must complete the dissertation defense within four calendar years of the passing of the preliminary exam, or the student must retake the preliminary exam.

At the dissertation defense, the student must present, explain, and justify the dissertation and answer any additional questions to the satisfaction of the Advisory Committee. If the student is unable to do so, the committee may cancel the defense and provide the student with a list of requirements/suggestions for a later defense date. Upon successful completion of the defense, the student makes any additional changes required by the committee.

The dissertation defense involves a public seminar on your doctoral research, immediately followed by a formal dissertation defense with only your advisory committee.

The final written form of the dissertation must be submitted to and approved by the University Thesis Office. Additional information regarding this process can be found at:

<http://ogaps.tamu.edu/New-Current-Students/Thesis-and-Dissertation-Services>

Annual Evaluation of Student Performance

Students' entering advisors/Ph.D. chair or faculty advisor and Learning Sciences faculty evaluate students' academic progress annually.

To facilitate this review, doctoral students are required to provide and update the requested information each year by March 1 using the online student evaluation system at:

<http://myrecord.cehd.tamu.edu/portal/docreview/>.

Students who do not update their records will be blocked from registering for classes in the summer or spring semesters.

The student's Entering Advisor/Ph.D. chair or faculty advisor or Advisory Committee is responsible for evaluating the student's progress toward a degree notifying the student of any concerns. Division faculty will conduct an annual evaluation of all doctoral students each spring semester. The Entering Advisor/Ph.D. chair or faculty advisor or Advisory Committee can also recommend that the student be placed on probation or dismissed from the program. If such actions are taken, the student will be informed in writing by the Division Chair of the reason for the action, and in the case of probation, of the conditions that must be met to resolve the identified deficiency. Students who do not fulfill the conditions of their probation may be dropped from the program.

Additional Information

Prior Graduate Course Work and Waivers

Waiving a course requires the consent of the faculty advisor and review by the course instructor for the course that the student is attempting to waive. Transfer credits are limited to no more than 6 semester hours.

Online Course Restrictions (4 course max)

For Doctoral students currently enrolled in any degree program, **no more than four courses may be taken by distance education** (online, electronic to group, or off-campus face-to-face) without prior approval of the Department and OGAPS, including non-research credit hours required for the program.

Filing the Degree Plan

Please file your program of studies with the OGAPS during the semester you complete 18 hours of coursework by logging on to the OGAPS webpage.

Email

Upon admission into the University, students will receive a Texas A&M official email address in the format of **NetID@email.tamu.edu**; official correspondence from the University and the Department will be sent to this email addresses. Failure to monitor the official Texas A&M email is not an acceptable excuse for missed deadlines or requirements, and resulting holds or fees will not be lifted for this reason alone.

Expectations of Students

Students are held to the standards of the Student Rules at TAMU (available at student-rules.tamu.edu) and the standards of the Office of Graduate Studies at TAMU. The TAMU Graduate Student Handbook is available at the following website: http://ogs.tamu.edu/ogs-help-center/tutorial/graduate_student_handbook.

Further, students in EPSY programs are expected to maintain high levels of performance in the following areas:

- **Academic performance.** The expectation for academic performance is that the student maintains 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). 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.
- **Autonomy.** Graduate students are expected to complete tasks with minimal assistance or support although faculty members are available for mentoring and guidance. The University procedures will be followed in cases where students are placed on probation due to GPRs below 3.0. (Student Rules 12.3 and 12.5)

- **Ethical behavior.** Students will behave in accordance with professional ethical standards. They are also expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University. Students are required to be familiar with the TAMU Honor Code policies, which are found at aggiehonor.tamu.edu.

Academic Probation

Students who fail to maintain a 3.0 GPA will be placed on academic probation. The student will be notified of the program's concerns in writing. A plan for remediation of the problem that is agreed to by the student and the faculty may be implemented.

Student Grievance Process

In addition to the grievance procedures established by the University, the Department of Educational Psychology has developed, a process known as the Student Advocate. This process (described below) is available for students who disagree with and wish to challenge a faculty member's actions related to the student's participation in EPSY programs.

An EPSY faculty member selected by the Department Head assumes the Student Advocate position. Contact the EPSY office, or the graduate advisor (epsyadvisor@tamu.edu) for the name of the current Student Advocate/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 Office of Graduate Studies. The following policies were derived by the Student Advocate in consultation with EPSY faculty, students and the department head.

A Graduate Grievance Advisory Committee has been established. The committee is made up of one faculty member and two students. The purpose of this committee is threefold:

1. To advise the Student Advocate concerning policy and issues related to faculty/student relations in EPSY,
2. To forward possible student concerns to the Student Advocate, and
3. To aid in the resolution of student concerns when requested by the Student Advocate.

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

- Students are encouraged to meet with and attempt to resolve problems with the faculty member. If students have met with the faculty member and the problem has not been resolved, they should contact the Student Advocate or a member of the Grievance Advisory Committee; **or**,

- If students do not choose to meet with the faculty due to the nature of the problem or the faculty member, they also may directly contact the Student Advocate or a member of the Grievance Advisory Committee and initiate the grievance process.

Overview of Grievance Process:

A student who has a faculty-student concern and who has addressed the preconditions for initiation of the grievance process is encouraged to meet with the Student Advocate or Department Ombudsperson. However, a student may choose to meet first with other EPSY faculty member(s). The name and contact information for the current Student Advocate and Department Ombudsperson may be obtained via the Graduate Advisor or by calling the EPSY office at 979-845-1831.

Depending upon the nature of the student's concern, the Student Advocate or Ombudsperson may consult with the identified faculty member, the program coordinator or the department head. At the discretion of the department head, the student's concern may be communicated to the CEHD Dean's office. When there is a discussion of a particular faculty-student concern, maintaining anonymity of the student may not be possible.

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

1. Student's dialogue with the faculty member, a Grievance Advisory Committee member, the Department Ombudsperson, or the Student Advocate.
2. Student Advocate or Ombudsperson's consultation with the Grievance Advisory Committee and/or discussions with the faculty member.
3. Student Advocate or Ombudsperson's discussion of the student's concern with the program coordinator or the department head. As a result of these discussions, the Student Advocate and/or the department head may confer with the faculty member.
4. Pending the outcome of the above-mentioned #3, or the nature of the student's concern, the department head and/or student may enter into discussion with the CEHD Dean's office and appropriate University committees and administrators.