



TEXAS A&M UNIVERSITY

Learning Sciences

Division of Learning Sciences

Graduate Student Handbook

Master's Programs

2021–2022

*Texas A&M University
Department of Educational Psychology*

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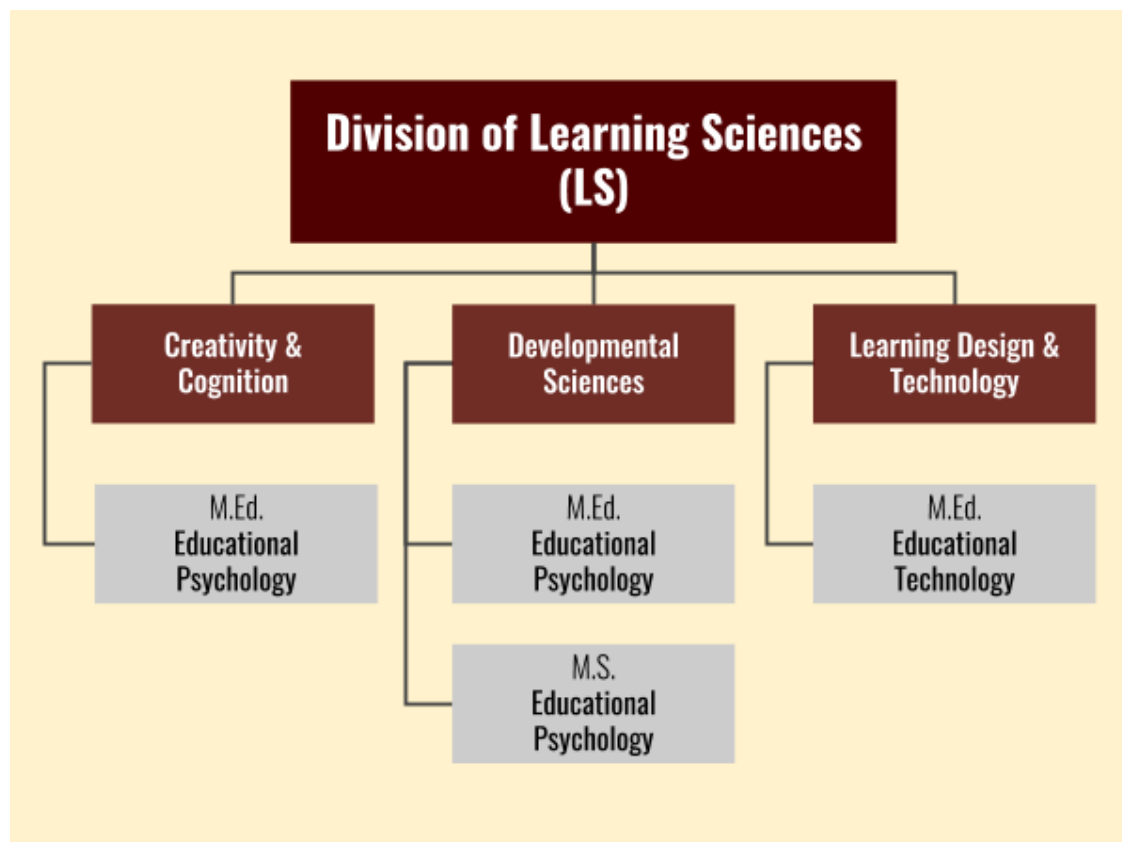
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Welcome to the Division of Learning Sciences

The Division of Learning Sciences (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 student and scholar as you begin the next phase of your professional preparation! We feature specialized master's programs with emphasis areas in:

- Creativity & Cognition
- Developmental Sciences
- Learning Design & Technology (*previously known as Educational Technology*)

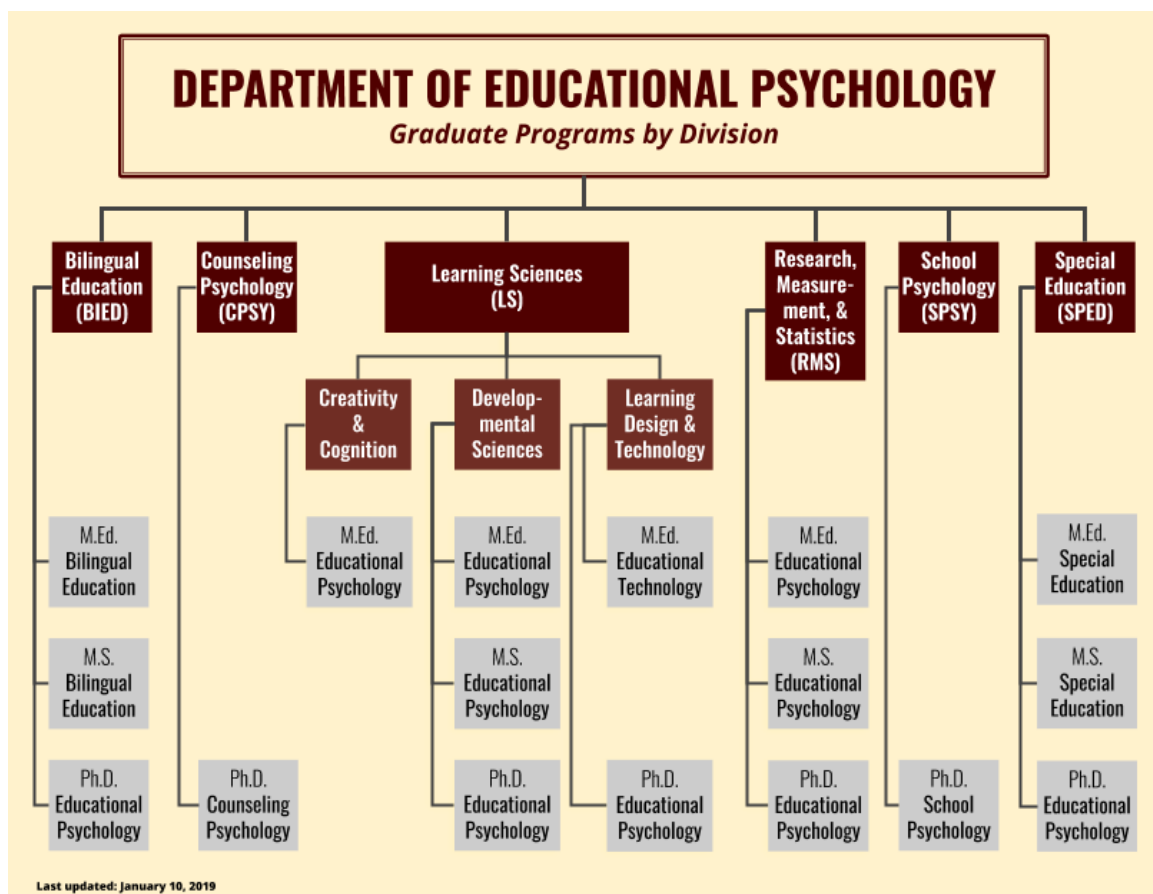
This handbook is meant to acclimate you to the policies and procedures specific to the program in which you are enrolled, and we will begin with an overview of the Department in which the Learning Sciences division is housed. This handbook contains information for newly admitted students regarding the Masters 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 Graduate and Professional School (also referred to as the Office of Graduate and Professional Studies - OGAPS). More information about the Graduate and Professional School (OGAPS) can be found at <https://grad.tamu.edu/>.



The Department of Educational Psychology

The Department of Educational Psychology 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 Graduate and Professional School (OGAPS).

The department also offers undergraduate courses designed for prospective educators to gain a deeper understanding of 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. 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.

We offer three different master's programs:

- Educational Psychology with an emphasis in Developmental Sciences: M.Ed. or M.S.
- Educational Psychology with an emphasis in Creativity and Cognition: M.Ed. (online)
- Learning Design & Technology: M.Ed. (online)

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

Connie Barroso Garcia, PhD | Florida State University (2020)

Child and Adolescent Development, STEM Motivation, Math Achievement

Jeffrey R. 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

Sarah McCorkle, PhD | Ohio University (2020)

Online Teaching and Learning, Technology Leadership, Faculty Development

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 M. 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

Faculty Advisors

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

Faculty Entering Advisor

Upon acceptance to the program, you will be assigned a Faculty Entering Advisor. This Educational Psychology faculty member will assist you with:

- Selection of courses for your first year. (You should meet and consult with your Faculty Entering Advisor prior to registering for the first semester of classes.)
- Identifying research projects and other academic opportunities in the department.

After beginning the first semester, it is the responsibility of the student to schedule a meeting with their Faculty Entering Advisor each semester. These meetings should take place 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 Faculty Entering Advisors as long as there is another faculty who is qualified, willing and available to serve as a new advisor. If there is not a new advisor available, students will continue working with their Faculty Entering Advisor as assigned when the student entered 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 a Faculty Advisor that they believe will best support their graduate career. Thus, students should directly notify their Faculty Entering Advisor if they decide to be advised or chaired by another faculty member. Note that, faculty members have the authority to accept or decline invitations from students to serve as the advisor/chair depending on their ongoing advising and professional commitments.

Academic Program Advisors

Fran Thielman

Masters Students

Office: Harrington Tower

Email: thielman@tamu.edu

Phone: TBD

Sally Kallina

PhD Students

Office: 704i Harrington Tower

Email: skallina@tamu.edu

Phone: (979)845-1831

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 Graduate 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 Graduate Advisory Committee

The Chair and Graduate Advisory Committee for students in the Creativity & Cognition Program and the Learning Design & Technology program are pre-selected and remain stable throughout the program. **The following information is for students in the Developmental Sciences M.Ed and M.S. only.**

The Chair or one of the Co-Chairs of your Graduate Advisory Committee must be a member of the EPSY department faculty. Graduate Advisory Committee Chairs typically conduct research within the student's area of specialization (either Developmental Sciences or Learning Design and Technology). 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 Graduate and Professional School (see [OGAPS Graduate Faculty Guidelines](#)). When a student initially approaches a faculty member about serving as Chair of the Graduate Advisory Committee, they start a dialogue to determine if this academic relationship is a good match based on mutual 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 invited to serve as the other members of the Graduate Advisory Committee. Graduate Advisory Committee members are typically chosen on the basis of their expertise, although other factors may be considered. Once the membership of the Graduate 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 are the primary consideration, and there should be no fear of reprisal by faculty members. Changes in the Chair or to members of the Advisory Committee require petitions to the Office of Graduate Studies.

The student's Graduate Advisory Committee Chair (or Co-Chairs) also has the primary responsibility for guiding and directing the academic program of the student. The Graduate Advisory Committee Chair (or Co-Chairs) provides primary supervision of the student's thesis and schedules meetings of the Graduate Advisory Committee. The duties of the Graduate Advisory Committee include responsibility for the degree program, thesis proposal, preliminary examination (written and oral, M.S. students only), thesis, and final examination. In addition, the Graduate Advisory Committee is 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 <https://grad.tamu.edu/>.

Degree Requirements

Required Course Credit Hours

The Division of Learning Sciences offers three specialization areas:

- Creativity & Cognition (M.Ed.)
- Developmental Sciences (M. Ed. & M.S.)
- Learning Design & Technology (M.Ed.)

Though each of these specializations feature common “Foundation” courses, many of the specialization courses differ. In addition, students may choose to accentuate their degree plan with a variety of electives. *All Master’s programs require 36 credit hours to graduate. The Developmental Sciences M.S. program requires 28 credit hours of coursework and a thesis (8 credit hours) for the required 36 hours.*

M.Ed. Specific Information

All three specializations offer a M.Ed degree. The Creativity & Cognition specialization and the Learning Design & Technology specialization are both offered totally online. The Developmental Sciences specialization is only offered in the traditional on-campus format. All three M.Ed programs require 36 credit hours of coursework. A thesis is not required.

M.S. Specific Information

The M.S. degree is only offered in the Developmental Sciences specialization and in the traditional on-campus format. The M.S. degree program requires 28 credit hours of coursework with 8 additional credit hours allotted for the completion of a thesis.

Prior Graduate Course Work and Waivers

Students who enter the Masters program having completed comparable courses as those found in the core requirements (see details provided in the tables for core requirements below), may waive select courses. Waiving a course requires the consent of the faculty advisor. Transfer credits are limited to no more than 6 semester hours. To qualify, the courses have to meet the following requirements:

- Courses must have been taken for a letter grade and have to have an earned letter grade of A or B
- The courses cannot have applied to any other degree
- The courses must be less than 7 years old by the time you will graduate from our program

Student Degree Plans/Program of Study

Students should always consult with their Graduate Faculty Advisor and the Departmental Advisor regarding coursework and their program of study or degree plans. Please see course requirements (see details provided in the tables for core requirements) for details on coursework required for graduation.

Filing the Degree Plan

Each graduate student must submit an official degree plan to the Graduate and Professional School (OGAPS) for approval. The degree plan formally declares the student's degree objective, the membership of the student's advisory committee and the specific courses that the student will be required to complete as part of his/her degree program. The student should develop the proposed degree plan in consultation with his/her advisory committee. Please file your program of studies with the Graduate and Professional School during the semester you complete 18 hours of coursework by submitting the proposed degree plan for review and approval through the online Document Processing Submission System (DPSS) <https://ogsdpss.tamu.edu>.

- M.S. students will identify the chair of their committee using either the assigned temporary advisor or any of the faculty teaching in the master's program, after consulting with the chosen faculty member.
- M.Ed. students typically use their Faculty Advisor as their chair. You should discuss your degree plan with your advisor before submitting it to the Graduate and Professional School (OGAPS).

**Educational Psychology M.Ed.
Course Requirements for**

Creativity & Cognition Specialization

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (6 credit hours)

EPSY 624	Creative Thinking (3 credit hrs.)
EPSY 645	Creative Genius (3 credit hrs.)

RESEARCH COURSES (3-6 credit hours)

At least one of the following courses:

EPSY 622	Measurement and Evaluation (3 credit hrs.)
EPSY 689	Special Topics: Understanding Research from a Consumer's Perspective (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (12-15 credit hours)

Choose from the following courses:

EPSY 431	Personal Creativity and Giftedness
EPSY 432	Creative Problem Solving
EPSY 433	Lateral Thinking
EPSY 631	Program Evaluation
EPSY 659	Field Practicum in Educating Gifted, Talented, and Highly Creative
LDTC 613	Integrating Technology into Learning Environments
LDTC 645	Emerging Technologies for Learning

CAPSTONE COURSE (3 credit hours)

EPSY 685	Directed Studies: Research Paper (3 credit hrs.)
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- *The Creativity & Cognition Specialization requires a minimum of 36 credits to earn a M.Ed.*
 - *Core course requirements may be waived for students who have successfully completed comparable graduate coursework and/or demonstrate requisite knowledge and skills.*
 - *Additional courses both within and outside of EPSY (including additional courses in learning sciences or research, measurement, and statistics) may count toward elective coursework.*
 - *Students should consult with their advisor or program committee to identify appropriate electives.*

**Educational Psychology M.Ed.
Course Requirements for**

Developmental Sciences Specialization

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (6-12 credit hours)

EPSY 648	Intelligence and Creativity (3 credit hrs.)
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At least one of the following courses:

EPSY 606	Motivation and Emotion (3 credit hrs.)
EPSY 634	Educational Neuroscience (3 credit hrs.)

At least one of the following courses:

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

RESEARCH COURSES (3-6 credit hours)

At least one of the following courses:

EPSY 622	Measurement and Evaluation (3 credit hrs.)
EPSY 689	Special Topics: Understanding Research from a Consumer's Perspective (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (12-21 credit hours)

Choose from the following courses:

EPSY 622	Measurement and Evaluation
EPSY 631	Program Evaluation
EPSY 632	Social and Emotional Development and Interventions
EPSY 636	Techniques of Research
EPSY 659	Field Practicum in Educating Gifted, Talented, and Highly Creative
EPSY 671	Interpersonal Relationships
EPSY 689	Developmental Neurobiology of Learning
EPSY 689	Temperament, Behavior Problems, and Psychopathology

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- *The Developmental Sciences Specialization requires a minimum of 36 credits to earn a M.Ed.*
 - *Core course requirements may be waived for students who have successfully completed comparable graduate coursework and/or demonstrate requisite knowledge and skills.*
 - *Additional courses both within and outside of EPSY (including additional courses in learning sciences or research, measurement, and statistics) may count toward elective coursework.*
 - *Students should consult with their advisor or program committee to identify appropriate elective*

**Educational Psychology M.S.
Course Requirements for**

Developmental Sciences Specialization

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (9 credit hours)

EPSY 648	Intelligence and Creativity (3 credit hrs.)
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At least one of the following courses:

EPSY 606	Motivation and Emotion (3 credit hrs.)
EPSY 634	Educational Neuroscience (3 credit hrs.)

At least one of the following courses:

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

RESEARCH COURSES (9 credit hours)

EPSY 622	Measurement and Evaluation (3 credit hrs.)
EPSY 635	Educational Statistics (3 credit hrs.)
EPSY 636	Techniques of Research (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (3 credit hours)

Choose from the following courses:

EPSY 632	Social and Emotional Development and Interventions
EPSY 633	Qualitative Research Design
EPSY 637	Qualitative Grounded Theory
EPSY 671	Interpersonal Relationships
EPSY 689	Developmental Neurobiology of Learning
EPSY 689	Temperament, Behavior Problems, and Psychopathology

THESIS (8 credit hours)

EPSY 691	Research
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- *The Developmental Sciences Specialization requires a minimum of 32 credits and completion of a thesis to earn a M.S.*
 - *Core course requirements may be waived for students who have successfully completed comparable graduate coursework and/or demonstrate requisite knowledge and skills.*
 - *Additional courses both within and outside of EPSY (including additional courses in learning sciences or research, measurement, and statistics) may count toward elective coursework.*
 - *Students have the option to take one graduate-level course outside the department, with approval.*

**Educational Psychology M.Ed.
Course Requirements for**

Learning Design and Technology

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (12 credit hours)

LDTC 602	Educational Technology Field, Theory, and Profession (3 credit hrs.)
LDTC 645	Emerging Tech. for Learning I (3 credit hrs.)
LDTC 651	E-Learning Design and Development (3 credit hrs.)
LDTC 654	Instructional Design (3 credit hrs.)

RESEARCH COURSES (3 credit hours)

One of the following courses:

EPSY 622	Measurement and Evaluation (3 credit hrs.)
EPSY 636	Techniques of Research (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (15 credit hours)

Choose from the following courses:

LDTC 608	Online Course Design
LDTC 613	Integrating Technology in Learning Environments
LDTC 621	Graphic Communication and Interface Design
LDTC 631	Educational Video
LDTC 641	Educational Game Design
LDTC 642	Designing for Mobile Learning
LDTC 646	Emerging Technologies for Learning II
LDTC 655	Instructional Design II
LDCT 684	Internship
EPSY 624	Creative Thinking

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- *The Learning Design & Technology program requires a minimum of 36 credits to earn a M.Ed.*
 - *Core course requirements may be waived for students who have successfully comparable graduate coursework and/or demonstrate requisite knowledge and skills.*
 - *Students have the option to include one graduate-level course outside of the program, with advisor approval.*

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 for Developmental Sciences (4 course max)

For students currently enrolled in either the M.Ed. or M.S. Developmental Sciences masters programs, **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 the Graduate and Professional School (OGAPS), including non-research credit hours required for the program. Students in the Creativity & Cognition and Learning Design & Technology M.Ed. programs have a waiver exempting them from these restrictions.

TAMU 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 Graduate and Professional School (OGAPS) at TAMU.

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

- **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)
- **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). 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.

- **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 Graduate and Professional School (OGAPS) <https://grad.tamu.edu/New-Current-Students/Grievances,-Appeals,-and-Ombudsperson>. 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.