



TEXAS A&M UNIVERSITY

Learning Sciences

Division of Learning Sciences
Graduate Student Handbook
Masters Programs
2022-2023

*Texas A&M University
Department of Educational Psychology*

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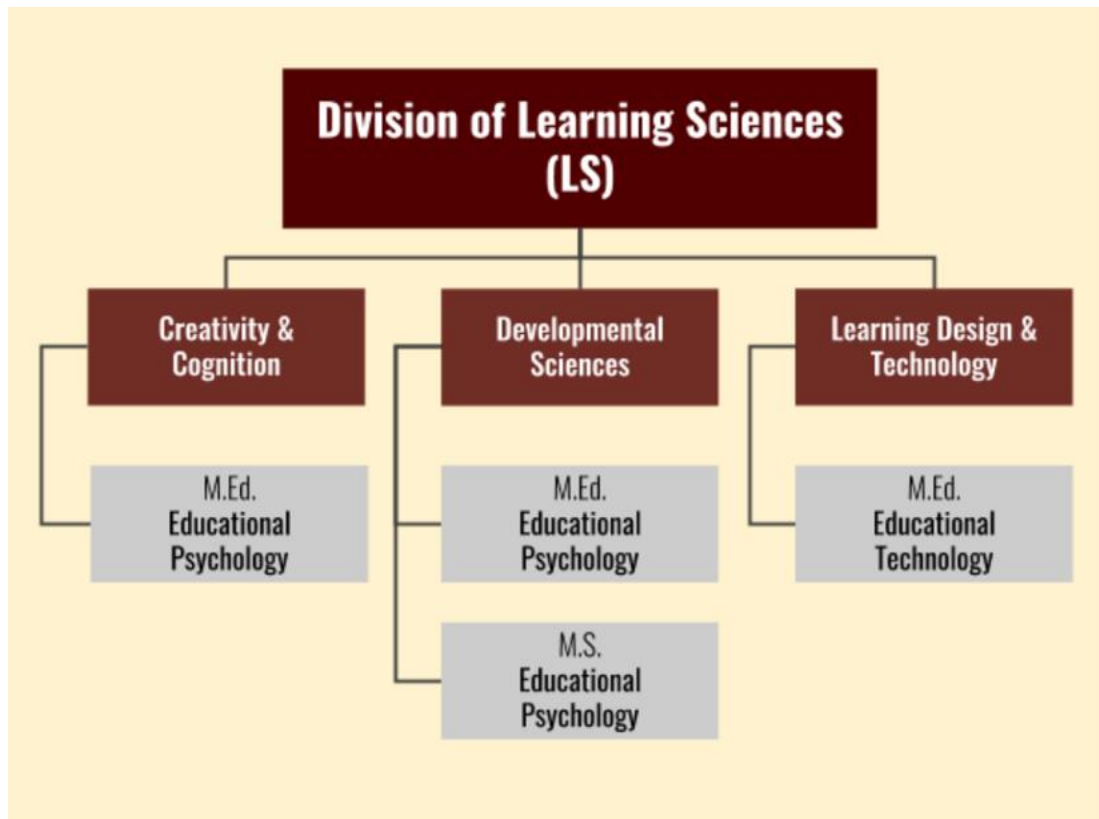
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Welcome to the Division of Learning Sciences

The Division of Learning Sciences (LS) operates within the Department of Educational Psychology (EPSY) and the School of Education and Human Development (SEHD) 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

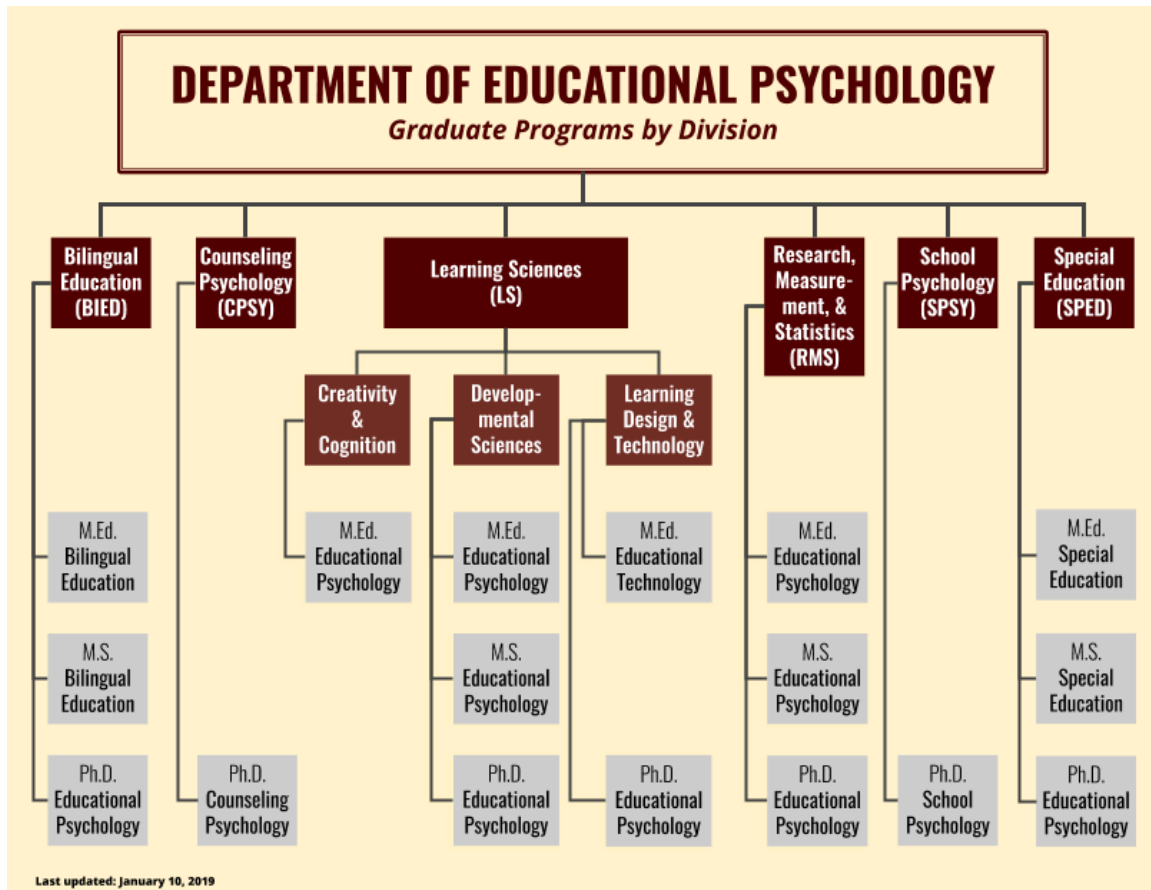
This handbook is meant to acclimate you to the policies and procedures specific to the program in which you are enrolled, and we will begin with an overview of the Department in which the Learning Sciences division is housed. This handbook contains information for newly admitted students regarding the Masters programs, as well as information required by legal statute or the policies of Texas A&M University. Graduate students in the School are subject to the administrative control of the Graduate and Professional School. More information about the Graduate and Professional School can be found at <https://grad.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 School of Education and Human Development (SEHD). At the graduate level, the Department of Educational Psychology offers the Master of Education (online and traditional), 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 SEHD is subject to the administrative control of the Graduate and Professional School.

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
- 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
- Noelle Wall Sweany, PhD | The University of Texas at Austin (1999)
Online Teaching & Learning, Emerging Technologies, Mobile Learning, Instructional Design
- Zhe Wang, PhD | Virginia Tech (2013)
Development and Individual Differences in Cognitive Abilities, Gene-Environment Interaction, Math Anxiety
- 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 Advisor

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, unless otherwise noted by your program, 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 if 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

[Peggy Brigman](#)
Academic Advisor III
brigman@tamu.edu

[Christina Presley](#)
Academic Advisor IV
cmpresley@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
 - 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 683, 685).
- Student Information Management System (SIMS): Current tracking of courses, enrollment, and student status.
- 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 Committee

The Chair and Graduate Advisory Committee for students in the Creativity & Cognition Program, Developmental Sciences, and Learning Design & Technology program are pre-selected and remain stable throughout the program. **The following information is for students in the Developmental Sciences 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). Graduate Advisory Committees for Masters students require at least four members, one of whom is from outside of the department. The committee must be selected from members of the Texas A&M Graduate Faculty. Recognized scholars who are not Faculty of Texas A&M may serve as Adjunct Members of the Graduate Faculty following nomination and approval by Graduate and Professional School (see for membership qualifications). When a student initially approaches a faculty member about serving as Chair or Co-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 based on 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 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 offered totally online. All three M.Ed. programs require 36 credit hours of coursework. A thesis is not required.

M.Ed. students typically use their Faculty Advisor as their chair. M.Ed. students do not need a full committee. You should discuss your degree plan with your advisor before submitting it to the Graduate and Professional School (GPS). Online students need to choose the non-thesis distance Ed & No Final Exam option (MDE). This requires just 1 member (chair).

Students can switch from the M.Ed. to a M.S. program; however, they would need to formally reapply with no guarantee they will be accepted. The graduate advisor would need to be informed of this change at least a year before the student aims to graduate.

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. Contact the graduate advisor and your advisor if you intend to switch to an M.Ed. program.

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 below) for details on coursework required for graduation.

Filing a Degree Plan

Each graduate student must submit an official degree plan to the Graduate and Professional School 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 \(DPSS\)](#).

**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 (6 credit hours)

EPSY 689	Special Topics: Understanding Research from a Consumer's Perspective (3 credit hrs.)
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At least one of the following courses:

EPSY 603	Qualitative Methodologies in Educational Research (3 credit hrs.)
EPSY 622	Measurement and Evaluation (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (12-15 credit hours)

Choose from the following courses:

EPSY 431	Personal Creativity and Giftedness (3 credit hrs.)
EPSY 432	Creative Problem Solving (3 credit hrs.)
EPSY 433	Lateral Thinking (3 credit hrs.)
EPSY 606	Motivation & Learning (3 credit hrs.)
EPSY 631	Program Evaluation (3 credit hrs.)
EPSY 649	Introduction to Survey Research (3 credit hrs.)
EPSY 659	Field Practicum in Educating Gifted, Talented, and Highly Creative (3 credit hrs.)
LDTC 613	Integrating Technology into Learning Environments (3 credit hrs.)
LDTC 645	Emerging Technologies for Learning (3 credit hrs.)

-
- *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)

At least two of the following courses:

EPSY 648	Intelligence and Creativity (3 credit hrs.)
EPSY 606	Motivation and Emotion (3 credit hrs.)
EPSY 634	Educational Neuroscience (3 credit hrs.)
EPSY 646	Issues in Child and Adolescent Development (3 credit hrs.)
EPSY 647	Lifespan Development (3 credit hrs.)

RESEARCH COURSES (3-6 credit hours)

At least one of the following courses:

EPSY 603	Qualitative Methodologies in Educational Research (3 credit hrs.)
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 624	Creative Thinking (3 credit hrs.)
EPSY 631	Program Evaluation (3 credit hrs.)
EPSY 632	Social and Emotional Development and Interventions (3 credit hrs.)
EPSY 636	Techniques of Research (3 credit hrs.)
EPSY 645	Creative Genius (3 credit hrs.)
EPSY 659	Field Practicum in Educating Gifted, Talented, and Highly Creative (3 credit hrs.)
EPSY 671	Interpersonal Relationships (3 credit hrs.)
EPSY 689	Developmental Neurobiology of Learning (3 credit hrs.)
EPSY 689	Temperament, Behavior Problems, and Psychopathology (3 credit hrs.)
LDTC 613	Integrating Technology in Learning Environment (3 credit hrs.)
LDTC 645	Emerging Technologies for Learning I (3 credit hrs.)
LDTC 646	Emerging Technologies for Learning II (3 credit hrs.)

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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 603	Qualitative Methodologies in Educational Research (3 credit hrs.)
EPSY 646	Issues in Child and Adolescent Development (3 credit hrs.)
EPSY 647	Lifespan 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 (3 credit hrs.)
EPSY 633	Qualitative Research Design (3 credit hrs.)
EPSY 637	Qualitative Grounded Theory (3 credit hrs.)
EPSY 671	Interpersonal Relationships (3 credit hrs.)
EPSY 689	Developmental Neurobiology of Learning (3 credit hrs.)
EPSY 689	Temperament, Behavior Problems, and Psychopathology (3 credit hrs.)

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.*
 - *Students should consult with their advisor or program committee to identify appropriate electives.*

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)

At least one of the following courses:

EPSY 622	Measurement and Evaluation (3 credit hrs.)
EPSY 689	Understanding Research from a Consumers Perspective (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (15 credit hours)

Choose from the following courses

LDTC 608	Online Course Design (3 credit hrs.)
LDTC 613	Integrating Technology in Learning Environments (3 credit hrs.)
LDTC 621	Graphic Communication and Interface Design (3 credit hrs.)
LDTC 631	Educational Video (3 credit hrs.)
LDTC 641	Educational Game Design (3 credit hrs.)
LDTC 642	Designing for Mobile Learning (3 credit hrs.)
LDTC 646	Emerging Technologies for Learning II (3 credit hrs.)
LDTC 655	Instructional Design II (3 credit hrs.)
LDCT 684	Internship (3 credit hrs.)
EPSY 624	Creative Thinking (3 credit hrs.)

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- The Educational 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.

Research and Teaching Experiences

Students should always consult with their entering or faculty advisors 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 chair/advisor when the student is working on any research, writing project/publication, or teaching experiences which do not involve their entering or advisor.

Teaching Opportunities

The LS Teaching Portal provides a gateway for Learning Sciences students to gain teaching experience.

- **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](#).

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 Texas A&M Center for Teaching Excellence \(CTE\)](#). 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)

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 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 (GPS), 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 Texas A&M](#) and the standards of the Graduate and Professional School at Texas A&M. Further, students in EPSY programs are expected to maintain high levels of performance in the following areas:

- **Scholastic requirements.** Students in graduate degree programs and non-degree students (G6 classification) must maintain a 3.00 cumulative GPR (computed as specified in Student Rules Section 10.4.3). After a degree plan is filed, degree-seeking students must maintain a cumulative 3.0 ratio for courses listed within the degree plan. Departments and colleges may establish higher GPR requirements for their students in graduate degree programs and for non-degree students (G6 classification). If either a student's cumulative GPR or the GPR for courses listed on the degree plan within the graduate degree programs and non-degree students (G6 classification) falls below the minimum of 3.0, he or she will be considered scholastically deficient. If the minimum GPR is not attained in any two semesters, the student will be dismissed from the EPSY graduate program.

A graduate student may not receive grades other than satisfactory (S) or unsatisfactory (U) in graduate courses bearing the numbers 681, 684, 693, 695, 697, and 791. These officially designated S/U courses may be listed on the degree plan, along with other

courses approved and noted as S/U in the graduate catalog. Grades of A, B, C, and S are acceptable for graduate credit. For graduate students, grades of D, F or Unsatisfactory (U) for courses on the degree plan must be absolved by repeating the courses at Texas A&M University and achieving grades of C or above or Satisfactory (S). Students who are enrolled in either 691s or 692s courses will receive a grade of Satisfactory (S), Unsatisfactory (U), or Incomplete (I). It is the practice of the EPSY faculty to assign a grade of 'I' when the work is in progress prior to the final defense. Upon successful defense and submission of all required paperwork, Incompletes (I) convert to Satisfactory (S).

A course in that the final grade is C may be repeated for a higher grade. If the second grade is higher, the original grade will remain on the student's permanent record, and the most recent grade will be used in computing the cumulative and degree plan GPRs. A student repeating a course in that a grade of B or better has been earned will not receive grade points for the repeated course, unless the catalog states the course may be repeated for credit.

The cumulative GPR (please refer to Student Rule 10.4.3) for a graduate student is computed by using all graded graduate (600- and 700-level) and advanced undergraduate (300- and 400-level) coursework completed at Texas A&M University and eligible to be applied toward a graduate degree. Those involving grades of W-drop (W), Satisfactory (S), Unsatisfactory (U), and Q-drop (Q) shall be excluded. Any eligible coursework not applied toward a prior graduate degree, and not exceeding time limits, will be included in the student's GPR for the subsequent degree program.

Students are required to read through and agree to all elements of Student Rule 12.5: <https://student-rules.tamu.edu/rule12/>.

- **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 GPAs 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 [Texas A&M Honor Code policies](#).
"An Aggie does not lie, cheat or steal, or tolerate those who do." Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Failure to comply with the honor code in any way can lead to dismissal from program. See section on Academic policies for further information.

The decision to be removed from the program is made at the departmental level. Review section on Academic Policies for further rules and information. For a list of university wide graduate policies, see: <http://catalog.tamu.edu/graduate/university-policies/university-policies.pdf>.

Academic Probation & Dismissal

Graduate students must maintain a 3.0 GPR for every semester. If a GPR is below 3.0, the student is scholastically deficient. The student must earn at least a 3.0 in the next semester and take at least 6 hours of coursework that will be listed on the degree plan. Students who are scholastically deficient for any two semesters will be removed from the EPSY program. The procedures for dismissal are explained in the Texas A&M University Student Rules (refer to the website studentrules.tamu.edu).

Students with a semester GPR below a 3.0 will be blocked from registering for future semesters until they have met with their faculty advisor prior to the start of the next semester of enrollment. A written and signed remediation plan will be submitted to the faculty advisor and to the Associate Department Head for Graduate Studies. Failure to meet and submit a signed remediation plan is a violation of probation rules and will result in dismissal from the program at the end of the semester. Students who raise their GPR to a 3.00 within the guidelines above will be removed from academic probation; however, students cannot be removed from academic probation with any I or X grades outstanding. Any course work not applied towards a prior graduate degree, and not exceeding time limits, will be included in the student's GPR for the subsequent degree program.

Students must comply with all University, Graduate and Professional School, and departmental policies. In particular, degree plan requirements must be met, or the student may be removed from the program by the department of EPSY. It is the student's responsibility to secure committee chair and members, as well as all other aspects of the degree plan.

Students have three attempts to complete each course required on the degree plan. After the third and final attempt, the student may be dismissed from the program by the department.

Academic Honesty

Academic honesty is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. All students within the Educational Psychology Department must comply with the Honor System Rules with regard to all aspects of community responsibility and academic misconduct. Students identified as violating academic honesty will be reported to the Aggie Honor Code office. Any academic misconduct confirmed by the Honor Council will result in dismissal from the EPSY program.

Student Grievance Process

In the course of their professional training, students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can

be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures <http://student-rules.tamu.edu/studentgrievanceprocedures> and specific instances in which a grievance can be filed. Consistent with university procedures, the Department of Educational Psychology follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

First Step: As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.

Intermediate Options: When conflicts/situations remain unresolved, students may seek guidance from their advisor/chair, an ombudsperson, or the faculty member who coordinates their academic program. The Department of Educational Psychology has an appointed Ombudsperson, Dr. Krystal Simmons (ktcook@tamu.edu). Ombudspersons are also available at the school level and in the Graduate and Professional School (ombuds@tamu.edu). Depending on the situation and context, a student may opt to approach their advisor/chair or the coordinator of their academic program. Student(s) may share their concerns with any of these intermediate resources to seek guidance for resolving a conflict and clearing up any misunderstandings. If after accessing intermediate options the situation remains unresolved, the student's next option for recourse is to meet with the department head.

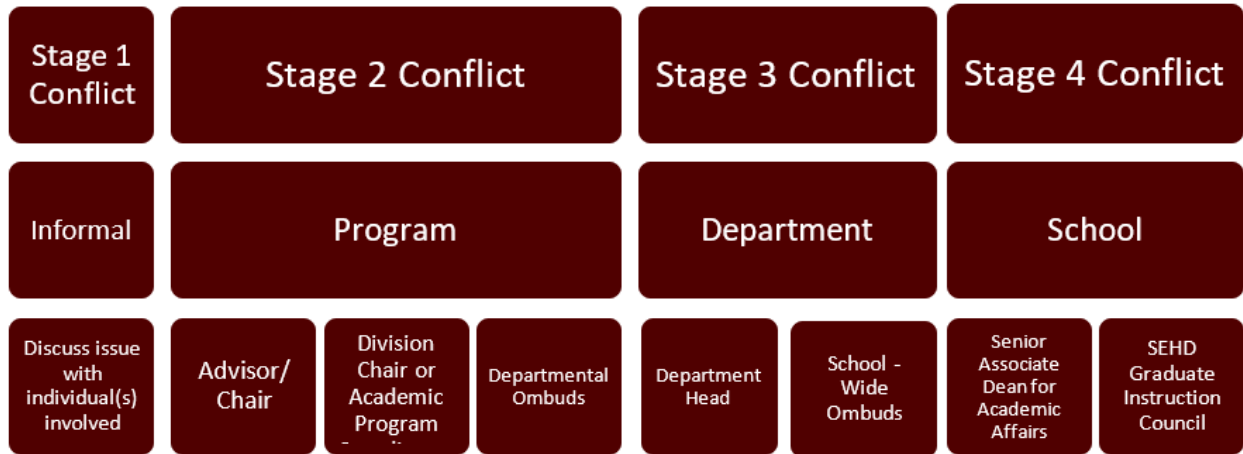
Department Head: A student can request to meet with the Department Head to discuss previous attempts to resolve a conflict and to seek guidance or resolution. At this point, a determination is made as to whether the student will present the conflict/issue as a formal complaint/grievance. The Department Head will then make a determination as to appropriate action needed. The department head will also maintain a record of the student's complaint and subsequent outcomes. The number and nature of student complaints will be shared with Division Chairs annually, or when a pattern of complaints/grievances becomes evident. If a complaint or issue involves an individual outside of the department or university, the Department Head will determine an appropriate course of action and consult with the school and outside entities as appropriate. Information regarding conflicts/situations with off campus supervisors will be considered when deliberating future placements with that individual/practicum site.

School: Once the Department Head renders a decision/action, if the student is unsatisfied they may elect to advance the grievance to the school level for further consideration. In most cases, the school's Associate Dean for Academic Affairs will communicate with the student and determine whether any further action is needed.

It is important to note that whenever there is discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be

maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.

Graduate Student Grievance and Conflict Process



Stage 1: Grievance, issue, or conflict arises (student-faculty, student-staff, student-supervisor) and is handled informally.
Stage 2: Unresolved Stage 1 grievance or conflict will involve advisor/chair, division chair, academic program coordinator, or departmental Ombuds.
Stage 3: Unresolved Stage 2 grievance or conflict will involve the department head.
Stage 4: Unresolved Stage 3 grievance or conflict will involve Senior Associate Dean for Academic Affairs and SEHD Graduate Instruction Council (GIC). Student may always seek assistance from the Graduate and Professional School (GPS) Ombuds.