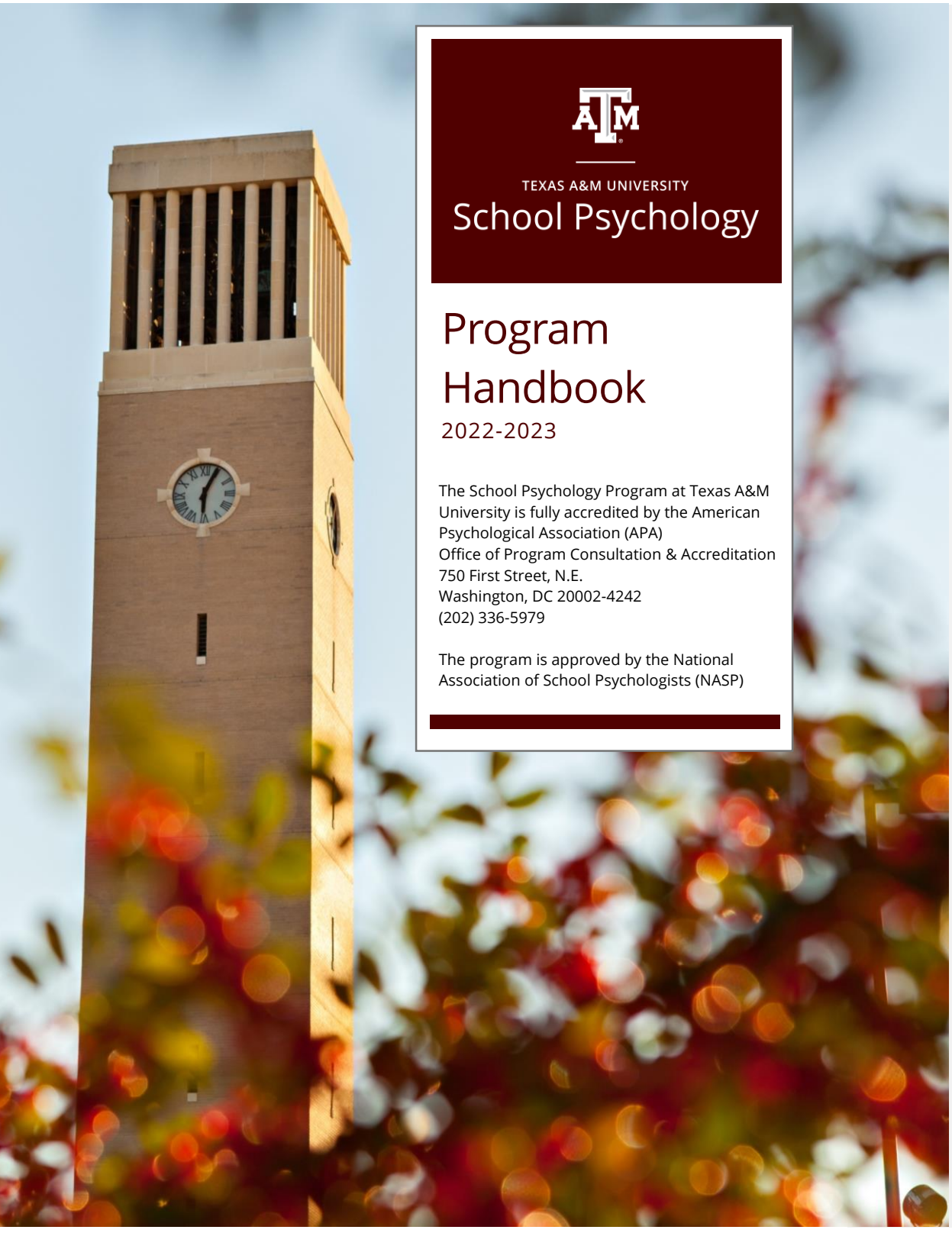

TEXAS A&M UNIVERSITY

School Psychology

Program Handbook

2022-2023

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

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

TEXAS A&M UNIVERSITY
School Psychology

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Texas A&M University

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

At the University level, all graduate students are subject to the administrative oversight of the Office of Graduate and Professional Studies (OGAPS) for meeting degree requirements. OGAPS also provides support to graduate students through fellowships, dissertation grants, and other resources, including an Ombudsperson (see http://ogaps.tamu.edu/New-Current-Students/Ombudsperson). At the College level, The School of Education & Human Development (SEHD) provides support to students through fellowships, support for travel abroad as part of globalization, and dissertation

grants. The SEHD strategic plan directly addresses the generation, dissemination, and application of new knowledge that supports improved practice and policy including the areas of health and achievement disparities; multi-disciplinary collaborative efforts; lifelong learning and wellness; enhancing and rewarding diversity within a climate of inclusion, equity, and respect for students, faculty, and staff; and preparing research scholars for the professoriate. The SEHD also encourages and supports the recruitment of faculty and students from diverse backgrounds.

The Department of Educational Psychology (EPSY)

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

At the graduate level, the department offers the Master of Science (M.S.), Master of Education (M.Ed.), and Doctor of Philosophy (Ph.D.) degrees. Doctoral specializations include school psychology (APA accredited, NASP approved), counseling psychology (APA accredited), developmental sciences, special education, research, measurement, & statistics, and learning design & technology. At the master's level, specializations are school counseling, learning design & technology, special education, bilingual/ESL education, research, measurement, & statistics, developmental sciences, and creativity & cognition. The School Psychology Division/Program has established connections with the other divisions in the Department, as well as across the SEHD. Within the Department, the strongest relationships are with the Learning Science (LS), Research, Measurement Statistics (RMS), Special Education, and Counseling Psychology Divisions. Many of our students take courses offered within these Divisions, with the LS and RMS courses required. In addition, students often take courses in Psychology, Sociology, Health Education, and other Departments and schools/colleges across the University. The Department of Educational Psychology also offers undergraduate courses designed to assist prospective educators in understanding human learning and development, and in basic statistical principles. These courses are presented as a service to students who are majoring in various fields of study other than educational psychology, and who require these service courses for teacher certification with the Texas Education Agency or similar agencies in other states.

Program Philosophy and Goals

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

The program's philosophy and goals are based on a developmental system and a prevention science model of school psychological practice (see Figure 1). Through the identification of risk factors and maladaptive behaviors indicative of unhealthy outcomes or negative developmental trajectories, prevention science seeks the development of systems to mitigate risk and promote healthy development. Prevention science is uniquely relevant to school psychology because school psychology draws from diverse disciplines in the identification, prevention, and remediation of problems in learning, social and emotional functioning, and mental health as well as in the promotion of resiliency at the child, family, and system levels. The School Psychology Training Schema can be seen in Figure 2.

Figure 1. Prevention Science Model

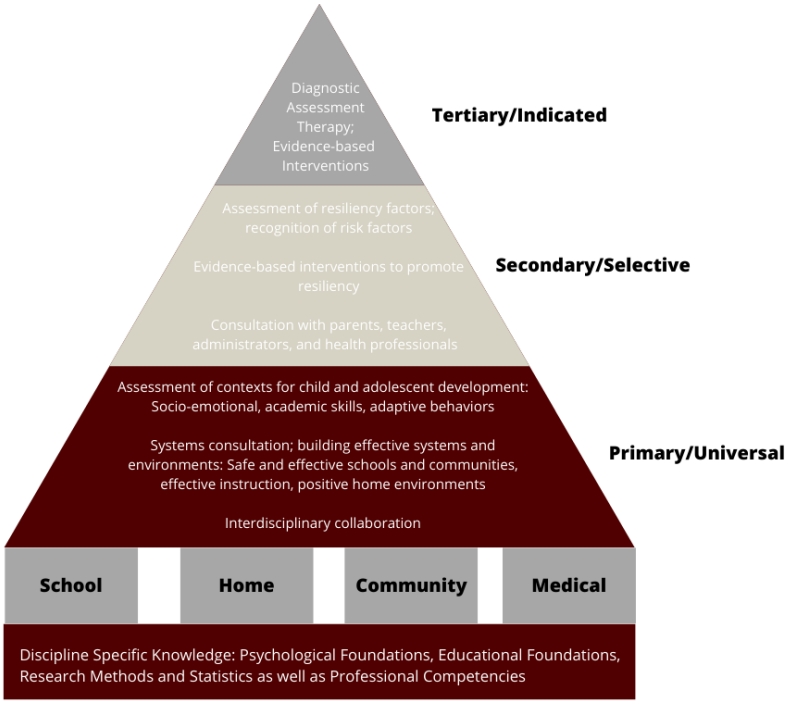
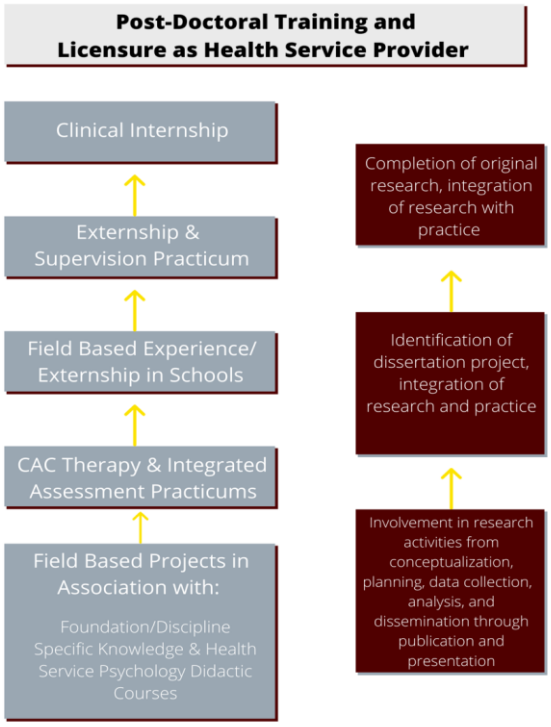


Figure 2. PhD in School Psychology Training Schema



Prevention Science Model

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

strategies to promote resiliency and prevent problem escalation. Training of school psychologists within the tertiary tier emphasizes skills in comprehensive assessment as well as direct and indirect interventions to mitigate and reduce effects of the most significant educational and behavioral problems illustrative of child psychopathology.

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

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

Program Goals for Student Outcomes

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

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

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

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School Psychology

Discipline Specific Knowledge Category I

Competency: Understanding and knowledge of the historical perspectives on major ideas in psychology, including school psychology

Required academic/ training activities	SPSY 611 (Fall semester – specific to SPSY); SPSY 610 (Child Psychopathology); undergraduate course prior to enrollment or graduate level course (EPSY 644 or comparable coursework)
How assessed	Courses taken and grades on UG and graduate transcripts; quiz or assignment in specified courses; faculty- and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; Annual review in spring each year; in conjunction with written and oral comprehensive examinations
Minimum level of achievement	UG Course in H&S prior to entry; or comparable coursework prior to entry; graduate course in H&S (EPSY 644 or similar); determination by faculty of expectation met

Competency: Understanding and knowledge of the basic content areas: Affective Aspects of Behavior with application in practice

Required academic/ training activities	SPSY 611 Fall semester; SPSY 610; infused in other courses and experiences
How assessed	Discussion, Course Grades, Evaluation of field experiences; faculty- and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; Annual review with faculty and self-evaluation in spring
Minimum level of achievement	All students must SPSY 610 with a grade of B or better; demonstrate knowledge in other courses via assignment or quiz/examination; Evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met

Competency: Understanding and knowledge of the basic content areas: Biological Aspects of Behavior with application in practice

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Required academic/ training activities	EPSY 621 EPSY 634 (developmental and biological bases of typical and atypical behavior); other courses and field experiences
How assessed	Discussion, Course Grades, Evaluation of field experiences; Faculty- and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; Annual review with faculty and self-evaluation in spring
Minimum level of achievement	All students must EPSY 621 EPSY 634 with a grade of B or better; demonstrate knowledge in other courses via assignment or quiz/examination; evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met

Competency: Understanding and knowledge of the basic content areas: Cognitive Aspects of Behavior with application in practice

Required academic/ training activities	SPSY 612; other courses to address heuristics, learning and memory (e.g., EPSY 621 and EPSY 647;
How assessed	Discussion, Course Grades, Evaluation of field experiences; Faculty- and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; Annual review with faculty and self-evaluation in spring
Minimum level of achievement	Demonstrate knowledge in other courses via assignment or quiz/examination; evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met

Competency: Understanding and knowledge of the basic content areas: Developmental Aspects of Behavior with application in practice

Required academic/ training activities	SPSY 611 Fall semester; EPSY 621 EPSY 634 (developmental and biological bases of typical and atypical behavior); EPSY 647 (life span development)
How assessed	Discussion, Course Grades, Evaluation of field experiences; Faculty and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; Annual review with faculty and self-evaluation in spring
Minimum level of achievement	Finish EPSY 647 with a grade of B or better; show knowledge in other courses via assignment or quiz/examination; evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met

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Competency: Understanding and knowledge of the basic content areas: Social Aspects of Behavior with application in practice

Required academic/ training activities	Social and ecological. All students must EPSY 621 with a grade of B or better; demonstrate knowledge in other courses via assignment or quiz/examination; evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met;
How assessed	Discussion, Course Grades, Evaluation of field experiences; Faculty and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; Annual review with faculty and self-evaluation in spring
Minimum level of achievement	Demonstrate knowledge in other courses via assignment or quiz/examination; evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met

Competency: Understanding and knowledge of the basic content areas: Affective Aspects of Behavior with application in practice

Required academic/ training activities	SPSY 611 Fall semester; SPSY 610; infused in other courses and experiences
How assessed	Discussion, Course Grades, Evaluation of field experiences; faculty- and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; Annual review with faculty and self-evaluation in spring
Minimum level of achievement	All students must SPSY 610 with a grade of B or better; demonstrate knowledge in other courses via assignment or quiz/examination; Evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met

Discipline Specific Knowledge Category II

Competency: Understanding and Advanced Integrative Knowledge of Content Areas with application in practice

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Required academic/ training activities	SPSY 612 (Individual assessment); SPSY 614 (Integrated assessment), SPSY 617 (ED assessment); SPSY 683 (Case conceptualization from differing perspectives in field experiences)
How assessed	Discussion, Reports (Intake, Assessment), Supervisor Evaluations of Field Experiences, Course Grades; Faculty and self-evaluation
When assessed	Each semester by course instructor and/or supervisor; evaluation of practica/externship supervisors of integrative knowledge; determination by faculty of expectation met in spring
Minimum level of achievement	Demonstrate knowledge in other courses via assignment or quiz/examination; evaluation of practica/externship supervisors of knowledge; determination by faculty of expectation met

Competency: Understanding of Research Methods

Required academic/ training activities	Any foundational classes based on RMS background; EPSY 640-641, 625, and one additional RMS course; involvement in research activity, presentation, publication; primarily independent design and execution of research study for dissertation
How assessed	Course Grades; Faculty and self-evaluation; pre-proposal, proposal, defense
When assessed	Determination by faculty, Chair, and dissertation committee of expectation met in spring
Minimum level of achievement	Demonstrate knowledge in courses, involvement in research with dissemination, completion of dissertation and successful defense

Competency: Statistical Analysis

Required academic/ training activities	EPSY 640-641, EPSY 622, and one additional RMS course
How assessed	RMS Course Grades; Article critiques, quiz/exam in other courses; Faculty input from research activities; faculty- and self-evaluation
When assessed	Each semester by course instructor and/or Chair/Research Advisor (faculty member in who is overseeing research involvement); determination by faculty of expectation met at annual review in spring
Minimum level of achievement	GPA of 3.0 or better across all RMS courses; determination by faculty of expectation met

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Competency: Psychometrics	
Required academic/ training activities	EPSY 625; SPSY 612 (Individual assessment); SPSY 614 (Integrated assessment),SPSY 617 (ED assessment; SPSY 683 (Case conceptualization from differing perspectives in field experiences)
How assessed	Assignments, class presentations/test reviews in various courses; Grade for EPSY 625; Supervisor evaluation of student ability to select appropriate measure(s) for assessment goal; Faculty determination at annual review
When assessed	Each semester by course instructor and/or supervisor; evaluation of practica/externship supervisors; faculty- and self-evaluation at annual review
Minimum level of achievement	Faculty determination at annual review that student demonstrates knowledge of psychometrics in research and practice; determination by faculty of expectation met

Profession-Wide Competencies

Competency: Research	
Required academic/ training activities	EPSY 640-641 (Experimental design in Education I, II); one additional course in RMS core; SPSY 643, 612, 617, 614 & EPSY 625 (psychometrics, standards and measurement theory); Involvement in research activities from literature review, hypothesis development, hypothesis testing/research design, data collection, data entry, publication and presentation of research study
How assessed	Course grades; author/co-author of presentation at national conference; author/co-author of manuscript (research paper, test review, book chapter); dissertation study and defense; portfolio review;
When assessed	Each semester by course instructor; annual review with faculty and self-evaluations in spring
Minimum level of achievement	Students must earn a B or better in EPSY 640, 641, 625 and one additional research course or retake the course; Completion of CITI training; Active involvement each year in a faculty led research project as indicated on faculty rating and student self- rating form; At least 1 presentation and 1 submitted publication prior to graduation; Successful completion of the proposal prior to internship and of the dissertation project prior to degree conferral

Competency: Understanding and knowledge of ethical standards

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Required academic/ training activities	SPSY 611 (Spring and Summer – ethical principles and recognition of ethical dilemmas); All core coursework in School Psychology and SPSY 611 Spring & Summer in particular; Field based experiences/practicum/externship (SPSY 614, SPSY 683); Citi training
How assessed	Course grades; discussion of ethical dilemma and decision-making (SPSY 611); supervisor evaluations for field experiences
When assessed	Each semester by course instructor and/or supervisor for field experiences; annual review with faculty and self-report in spring
Minimum level of achievement	Grade of B or better required in SPSY core courses or course is retaken; Citi training completed; Total score on Praxis II at or above that required for NCSP/LSSP; No "Unsatisfactory" ratings on supervisor(s) evaluations for items indicated as related to ethical/legal; determination of expectation met by faculty

Competency: Understanding and knowledge of Individual and Cultural Diversity

Required academic/ training activities	EPSY 605; infused across all SPSY courses and field experiences; passing score on Praxis II
How assessed	Course grades; case conceptualizations in supervision; faculty- and self-report
When assessed	Each semester by course; supervisor for field experiences; annual review with faculty and self-report in spring
Minimum level of achievement	Grade of B or better required in SPSY core courses including EPSY 605 or course is retaken; passing score on Praxis II; No "Unsatisfactory" ratings on supervisor(s) evaluations for items indicated as Individual and Cultural Diversity; "Meets expectancy" on faculty and self-rating for Individual and Cultural Diversity on annual review form

Competency: Understanding and demonstration of the Professional Values, Attitudes, and Behaviors

Required academic/ training activities	SPSY 611 (all semesters); all courses and field experiences; all research activities
How assessed	Course requirements and grades; supervisor evaluation for each field experience; faculty and self-report
When assessed	Each semester by course and field experiences; annual review with faculty and self-report in spring
Minimum level of achievement	No "Unsatisfactory" and no more than one "Needs Improvement" on supervisor ratings for items identified as Professional values, attitudes, behaviors; "Meets Expectations" on faculty and student self-rating for Professional Issues; Making "Adequate progress" for both research and practice

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Competency: Demonstration of Communication and Interpersonal Skills

Required academic/ training activities	All coursework and field experiences; participation in research activities
How assessed	Supervisor (s) evaluations including live supervision (v.1-4) Faculty input on annual rating by faculty and student (v.1-5); Course grades including class assignments, role plays, and class presentations, research papers (v.2- 5); In-service for school district (school-based experience) (v.2, 4); Pre-proposal and proposal; dissertation defense (v.2, 4, 5); Publications and presentations (v.2, 4, 5)
When assessed	Each semester by course and field experiences; annual review with faculty and self-report in spring
Minimum level of achievement	No "Unsatisfactory" and no more than one "Needs Improvement" on supervisor ratings for communication; "Meets Expectations" on faculty and student rating form for Communication; Successful completion of written tasks in class, proposal, final dissertation

Competency: Understanding, knowledge, and demonstration of competencies associated with Assessment

Required academic/ training activities	SPSY 612, 614, 617, 642, 643; SPSY 683 Field Experience: Child Therapy, SPSY 683- Field Experience: School Based Experience
How assessed	SPSY 612 (video, test administration to volunteers, one-on-one live check out, scoring of protocols, reports generated), 614 (actual cases in CAC-Milner, BISD, protocols and live observation, reports generated, individual and group supervision), 617 (contrived cases, reports generated), 642 (actual cases in school with write up for teacher), 643 (actual cases including FBA and report for teacher); for all SPSY 683 field experiences, use of data in intervention planning and as part of data-based decision-making, individual and group supervision, review of reports generated
When assessed	Each semester by course; supervisor(s) for all SPSY 683 field experiences; annual review with faculty and self-report in spring
Minimum level of achievement	Grade of B or better in assessment-based courses and field experiences or course is retaken; No "Unsatisfactory" and no more than one "Needs Improvement" on supervisor ratings for assessment items; "Meets Expectations" on faculty and self rating; passing score on Praxis II at or above that required for NCSP/LSSP

Competency: Understanding, knowledge, and demonstration of competencies associated with Intervention

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Required academic/ training activities	SPSY 641, 644 for therapy; SPSY 643 for academic; SPSY 642 for behavioral. SPSY 683 field experiences
How assessed	SPSY 641 (role plays); SPSY 644 (role plays with volunteers); SPSY 643 (develop academic intervention plan); SPSY 642 (develop behavioral intervention plan); SPSY 683 Field Experience: Child Therapy (implementing intervention); SPSY 683 Field Experience: School Based Experience (developing and implementing interventions)
When assessed	Each semester by course; supervisor(s) for all SPSY 683 field experiences; annual review with faculty and self-report in spring
Minimum level of achievement	Grade of B or better in intervention-based courses or course is retaken; No "Unsatisfactory" and no more than one "Needs Improvement" on supervisor ratings for items in Intervention, "Meets Expectations" on faculty and student rating

Competency: Understanding and knowledge of approaches of Supervision and Teaching

Required academic/ training activities	SPSY 683 Field Experience: Supervision (Advanced students engage in apprenticeship with supervisor of record)
How assessed	Participation in weekly discussion of models, practices, ethics of supervision; reflection paper on supervision; feedback from supervisors with whom they apprenticed
When assessed	Semester enrolled in the Supervision Practicum; annual review with faculty and self-report in spring
Minimum level of achievement	No "Unsatisfactory" and no more than one "Needs Improvement" on supervisor ratings for SPSY 683: Field Experience in Supervision; "Meets Expectations" on faculty and student self-rating

Competency: Understanding, knowledge, and demonstration of competencies associated with Consultation and Inter-professional/Interdisciplinary Skills

Required academic/ training activities	SPSY 628, 638; SPSY 683 Field Experiences: Child Therapy, School Based Experience
How assessed	SPSY 628 (classroom project); SPSY 638 (writing mock grant for systems change); SPSY 683 evaluation by supervisors if consultation or interprofessional interactions were a component of the field experience; Documentation of Praxis II score and sample products in portfolio in 'myrecord' which includes student CV
When assessed	Each semester by course; supervisor(s) for all SPSY 683 field experiences; annual review with faculty- and self-report in spring
Minimum level of achievement	Grade of B or better in consultation courses or course is retaken; No "Unsatisfactory" and no more than one "Needs Improvement" on supervisor ratings of consultation skills; "Meets Expectations" on faculty and student rating; Total score on Praxis II at or above that required for NCSP/LSSP

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

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

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

and youth. As health service psychologists, graduates of the training program can apply their knowledge of schools and educational issues, along with their knowledge of systems, to improve the outcomes of children and youth in any setting.

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

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

EPSY Faculty and Research Interests

The Department of Educational Psychology has diverse faculty members including 4 Emeriti faculty, with a variety of research, interest areas, experiences, and backgrounds. Within the Division, there are four (4) core faculty in School Psychology program who work closely with the EPSY Department as well as the Department of Psychology, the School of Public Health, and others across the SEHD and the University.

School Psychology Faculty	Professional and Research Interests
Sara Castro-Olivo, Ph.D., LSSP, NCSP University of Oregon (2007) SPSY Training Director	Culturally Responsive Social-Emotional Behavioral Interventions Resilience in CLD populations Issues in Bilingual School Psychology
Daniel Hajovsky, PhD, NCSP University of Kansas (2015)	Assessment Child Intelligence Specific Learning Disabilities

SPSY Division Chair	Teacher-Student Relationships
Krystal Simmons, Ph.D., LSSP, NCSP, Licensed Psychologist, HSP Texas A&M University (2009)	Crisis Intervention Parent Involvement Culturally Responsive Clinical Practices
Leann V. Smith, Ph.D. University of Texas at Austin (2017)	Black Youth Achievement Cultural Assets & Resilience of Minoritized Youth Culturally Responsive Parenting School Motivation and Engagement
Departmental Faculty	**Professional and Research Interests**
Sandra Acosta, Ph.D. Texas A & M University (2010)	Bilingual/ESL, Leadership, Parent Involvement, Teacher Training
Joyce Alexander, Ph.D. University of Georgia (1992)	Children's Learning Science Education Cognition
Eunkyeng Baek, Ph.D. University of South Florida (2015)	Multi-level Modeling Longitudinal and Single Case Design Bayesian Estimation
Connie Barroso (Garcia) Florida State University (2020)	Math Education Beliefs, Emotions, and Attitudes
Lisa J. Bowman-Perrott, Ph.D. University of Virginia (2001)	Single case research, meta-analysis Emotional and Behavioral Disorders Cultural Factors Dropout Prevention
Glenda Byrns, Ph.D. Texas A&M University (2006)	Language and Language Development Preservice Teacher Education
Heesun Chang, Ph.D. University of Georgia (2022)	Language and Literacy Education Test Development
Wen-Hsuan Chang, Ph.D. University of North Carolina-Charlotte (2021)	Special Education Parental Involvement
Linda G. Castillo, Ph.D. University of Utah – Salt Lake City (1999)	Acculturation & Bicultural Issues Multicultural Training Racial Prejudice Mexican American K-16 Education
Timothy R. Elliott, Ph.D.	Rehabilitation Psychology

University of Missouri – Columbia (1987)	Family and Caregivers in Rehabilitation Telehealth
Florina Erbeli, Ph.D. University of Ljubljana, Slovenia (2015)	Reading disabilities, written expression, English Language Learners
Zohreh Eslami, Ph.D. University of Illinois at Urbana-Champaign (1992)	ESL/EFL Intercultural Communication
Idean Ettekal, Ph.D. Arizona State University (2016)	Social and Emotional Development Antisocial Behavior, Bullying and Peer Victimization
Melissa Fogarty, Ph.D. Texas A& M University (2012)	Early Literacy Adolescent Literacy Teacher Education Implementation Fidelity
Jeffrey R. Gagne, Ph.D. Boston University (2007) Associate Head of Research and Faculty Development	Child Development Self-Control
Jennifer Ganz, Ph.D. University of Kansas (2002)	Autism Spectrum Disorders Behavioral Intervention Academic Intervention
Alyssa Henry University of California, Davis (2019)	Reading Comprehension & Instruction Special Education
Karen Rambo-Hernandez, Ph.D. University of Connecticut (2011)	Multilevel modeling Growth Modeling STEM education
Paul Hernandez, Ph.D. University of Connecticut (2011)	Emotional Regulation Social Influence Self-Regulation
Joyce Juntune, Ph.D. Texas A&M University (1997)	Gifted and Talented Education Classroom Instruction Organizational Change
Oi-Man Kwok, Ph.D. Arizona State University (2005)	Multilevel Modeling Structural Equation Modeling
Rafael Lara-Alecio, Ph.D. University of Utah	Bilingual/ESL Hispanic Parental Involvement

(1991)	International Bilingual/ESL
Kelly Lee, Ph.D. University of Houston (2016) Executive Director, CAC	Supervision and Assessment Clinician Training
Jeffrey Liew, Ph.D. Arizona State University (2005)	Emotion and Self-Regulation Empathy Psychosocial and Academic Adjustment
Wen Luo, Ph.D. Texas A&M University (2007)	Hierarchical Linear Modeling Psychometrics and Test Development
Patricia S. Lynch, Ph.D. Texas A&M University (1992) Emerita Faculty	Special Education Vocational Special Needs Teacher Training
Carly McCord, Ph.D. Texas A&M University (2013)	Telebehavioral Health Training and Supervision Positive Psychology
Anita McCormick, Ph.D. Texas A&M University (2000) Emerita Faculty	Social Emotional Skills Reading
Sarah McCorkle, Ph.D. Ohio University (2020)	Media in teaching and learning Faculty barriers to technology Plagiarism and technology
Marcia Montague, Ph.D. Texas A&M University (2009)	Equity in Access Intervention for At-Risk Students Classroom Management Inclusive Teacher Preparation
Monica Neshyba, Ph.D. University of Texas at Austin (2012)	Bilingual/Bicultural education CLD populations Multicultural Education
Lizette Ojeda, Ph.D. University of Missouri (2009)	Multicultural Issues Latino's Career Development and Well-being
Yolanda N. Padrón, Ed.D. University of Houston (1985)	Educational Resiliency Bilingual/ESL Language Development Parent Involvement

Roya Pashmforoosh, Ph.D. Texas A&M University (2021)	ESL/Bilingual Education
Susan Pedersen, Ph.D. The University of Texas-Austin (2000)	Educational Technology Instructional Design Multimedia Design
Kala Phillips, Ph.D. University of Louisville (2019)	Behavioral Intervention Mindfulness Dyadic Data Analysis
Charles (Chuck) Ridley, Ph.D. University of Minnesota (1978)	Multicultural Counseling Consultation Theories of Counseling
Héctor H. Rivera, Ph.D. University of California-Santa Cruz (2001)	Bilingual/ESL English Language Acquisition Resilience
Noelle Sweany, Ph.D. University of Texas at Austin (1999)	Online course design, Instructional design Educational technology, Adult learning
Christopher Thompson, Ph.D. Florida State University (2016)	Bayesian data analysis, Educational Statistics, Meta-analysis
Julie Thompson, Ph.D. University of North Carolina (2014)	Ethnically and Linguistically Diverse Students with ASD Instructional Design
Miranda Walichowksi, Ph.D. Texas A&M University (2009)	Bilingual Pre-service Teacher Preparation Needs of English Language Learners Alternative Assessment of Oral Proficiency
Zhe Wang, Ph.D. Virginia Tech (2013)	Math Achievement & Anxiety Longitudinal Analysis
Erinn Whiteside, Ph.D. University of Georgia (2019)	ABA/Behavior Management Autism Small Group Instruction
Victor L. Willson, Ph.D. University of Colorado (1973) Emeritus Faculty	Research & Measurement Cognitive Psychology Gifted & Talented Education
Steven Woltering, Ph.D. University of Toronto (2012)	Educational Neuroscience Self-Regulation Intervention & training

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

Academic Advising Office

The Academic Advising offices are in Room 704 EDCT, just inside the main office of the Department of Educational Psychology. The Academic Advising Office also sends emails with information on important upcoming dates, social events, funding opportunities, and any GA-ship openings. The Academic Advising Office has two staff members (Peggy Brigman and Christina Presley). The following assistance is provided:

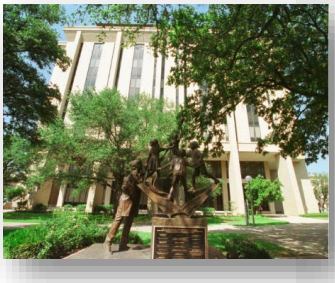
- Applications and advising for EPSY graduate programs about procedures and registration. The advising office does not 'advise' on courses that need to be taken; however, if you are having trouble registering, this office may be of assistance
- Registration
    - Information
    - Forms to be completed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

  - Identification of appropriate sections
  - Preparation of contracts for any sites (does not apply to APPIC internship sites)
- Submission of documentation for admission to Candidacy
- Ph.D. qualifying exam information
- Record of addresses and phone numbers of current graduate students
- Campus maps and community information and process
- Coordination of departmental fellowships and other awards

Program Planning

The School Psychology Program is a **full-time, yearlong program**. Particularly, in the first two years, it is expected that students will be enrolled in classes during the summer months. The usual maximum academic load for students on assistantships (or similarly employed) for Fall and Spring is 13 credit hours. Students on fellowship and assistantships are required to take a minimum of 9 credit hours for Fall and Spring. For Summer, they are required to take a total of 6 credits. Students may only take 12 credit hours of their coursework online. **Program planning and course selection should be done in conjunction with the student's faculty advisor/committee chair.**

Students should be aware that the regulations that affect financial aid and tuition are not in control of the program. There is a ceiling on graduate course credits allowable with in-state tuition; after 130 credit hours OR 21 semesters, all students (regardless of state residency) are charged out-of-state tuition. In addition, recent changes in laws governing student loans have put a maximum on the loan amounts an individual can accrue over time, including undergraduate education. Further, financial aid will not be awarded for courses not on a degree plan. The doctoral program is designed as a 5-year program, including internship and dissertation to meet TAMU, not APA guidelines. On average students complete within 5-6 years (mean 5.5 years).



Prior Graduate Coursework and Direct to Doctorate

Some entering students have taken a considerable number of graduate hours in school psychology and related fields. The school psychology faculty believe there are so many exciting learning opportunities at A&M, both within and outside the EPSY Department, we do not want students to take courses that cover content previously mastered. On the other hand, we want to be sure that all graduates of our

program possess both the scientific and theoretical perspectives, practice knowledge, and competencies necessary to fulfill the roles we anticipate for our graduates, as well as content covered in program examinations on completion of coursework (preliminary examinations) and licensure exams. The document titled "Minimum Course Requirements for Texas A&M University Doctoral Training Program in School Psychology" (available on the SPSY website and in this handbook) serves as a worksheet for students to complete, in consultation with their advisor.

If a student believes they have met a course requirement in previous undergraduate/graduate course work, the student can engage in the program's course waiver process. All students admitted into the program are eligible to waive out of select required SPSY courses (see below), this includes currently enrolled students and admitted students entering the program with a Bachelor's degree, Master's degree, or graduate coursework.

Decision to waive or transfer course. A course can only be used toward a single degree. This means the same course credits cannot be counted toward more than one degree. If the student has taken a graduate course and obtained a degree, they would be requesting a course waiver. If the student took coursework and transferred to TAMU without getting a degree, then the student can transfer up to 12 credits to the TAMU degree plan. Students should be aware that TAMU's Office of Graduate and Professional Studies requires a minimum of 64 credit hours for a doctoral degree. Thus, waived courses may need to be replaced by electives in order to meet the 64 credit hour requirement. Exempting a course fulfills that course requirement and permits the student to take another course in its place.

TAMU SPSY Required Courses Approved for waiver/transfer: The following courses may be waived if the student meets the requirements outlined by the School Psychology Division faculty provided. Courses not listed below are not eligible for course waivers/transfers regardless of circumstances.

Foundational
SPSY 610: Child Psychopathology
EPSY 621: Clinical Neuropsychology
EPSY 647: Life Span Development
EPSY 644: History & Systems
Assessment
SPSY 643: Academic Assessment & Intervention
SPSY 642: Behavioral Assessment and Intervention
SPSY 612: Individual Assessment of Children's Intelligence
SPSY 617: Assessment of Emotional Disturbance in Children
Research Methods & Statistics

EPSY 636: Techniques of Research
EPSY 635: Educational Statistics
EPSY 622: Measurement and Evaluation in Education
EPSY 640: Statistical Analysis in Education Research I
EPSY 641: Statistical Analysis in Education Research II
Therapy & Consultation
SPSY 641: Child Therapy for School Behavior Problems
SPSY 644: Child Therapy Advanced Theory & Techniques
SPSY 628: Consultation Theory and Techniques
Practicum
SPSY 683: School-Based Practicum

Submission Deadline & Notification Timeline: Students are required to submit all course waiver information by July 1st. Students will be notified electronically by the faculty member assigned to that course by **August 1st** if they are approved or not for a course waiver for approved classes, with three exceptions. Notification for course waivers for SPSY 612, SPSY 641, and SPSY 617 will be **September 1st**.

Notification & Documenting Approved Course waivers: Once students are notified of faculty's course waiver decisions students should request that faculty complete a course waiver form for each class that they have been waived out of document that a course wavier has been approved. The original completed course waiver form should be placed in student's academic file in the EPSY Graduate Advising office by faculty. Faculty should also provide the student with a copy of the completed course wavier form for their personal records.

Foundational	**Eligible for waiver?**	**Documentation of Prior Coursework/Licensure or Certification**	**Performance Based Assessment**	**Faculty Overseeing Process/Timeline for Submission & Notification**
SPSY 610: Child Psychopathology https://drive.google.com/drive/folders/1YVGq00i3pTYR2HxFrKSBI-OdI-nATjMe?usp=sharing	Yes	Grade of B or better in relevant course work (transcript) Syllabus of relevant coursework	N/A	Faculty: Dr. Smith Submit: July 1 Decision: August 1

EPSY 621: Clinical Neuropsychology	Yes	Grade of B or better in Biological Basis of Behavior or relevant graduate coursework (transcript) Course must be ≤5 years (transcript) Syllabus of course for Biological Basis of Behavior <5 years old	N/A	Faculty: Dr. Hajovsky Submit: July 1 Decision: August 1
EPSY 647: Life Span Development	Yes	Grade of B or better in relevant graduate course work (transcript) Syllabus of relevant coursework	N/A	Faculty: Dr. Gagne (EPSY) Submit: July 1 Decision: August 1
EPSY 644: History & Systems	Yes	Grade of B or better in *Graduate* course titled: History & Systems	N/A	Faculty: SPSY Faculty Advisor Submit: July 1 Decision: August 1
Assessment	**Eligible for waiver?**	**Documentation of Prior Coursework/Licensure or Certification**	**Performance Based Assessment**	**Faculty Overseeing Process/Timeline for Submission & Notification**
SPSY 643: Academic Assessment & Intervention https://drive.google.com/drive/folders/1naMu-ZKfKbKUH_2z2BGwa6lxPrYCOWp7?usp=sharing	Yes	Grade of B or better in relevant course work (transcript) Syllabus of relevant graduate coursework	● Work Sample ● Exam	Faculty: Dr. Hajovsky Submit: July 1 Decision: August 1
SPSY 642: Behavioral Assessment and Intervention https://drive.google.com/drive/folders/12b7qo1OmtmHID89Mw3RpXFlZhu4oT52B?usp=sharing	Yes	Grade of B or better in relevant course work (transcript) Syllabus of relevant graduate coursework	● Work Sample	Faculty: Dr. Castro-Olivo Submit: July 1 Decision: August 1

SPSY 612: Individual Assessment of Children's Intelligence https://drive.google.com/drive/folders/1pudeaTjXZFOlv8XLyKhormRl4z-TStz_?usp=sharing	Yes	Grade of B or better in relevant course work (transcript) Syllabus of relevant graduate coursework	• Work Sample • WISC-V, DAS-2, KABC, and/or WJ Administration	Faculty: Dr. Hajovsky Submit: July 1 Performance-based Assessment: TBD Decision: Sept 1
SPSY 617: Assessment of Emotional Disturbance in Children https://drive.google.com/drive/folders/1TWzWyTTJuwkmYD8apHpNjk1asNXNvlat?usp=sharing	Yes	Grade of B or better in relevant course work (transcript) Syllabus of relevant graduate coursework	• Work Sample • Contrived Case Conceptualization	Faculty: Dr. Simmons Submit: July 1 Performance-based Assessment: TBD Decision: Sept 1
Research Methods & Statistics	**Eligible for waiver?**	**Documentation of Prior Coursework/Licensure or Certification**	**Performance Based Assessment**	**Faculty Overseeing Process/Timeline for Submission & Notification**
EPSY 622: Measurement and Evaluation in Education	Yes	Grade of B or better in relevant course work (transcript) Syllabus of relevant undergraduate or graduate coursework in Research Design	N/A	Division Coordinator will send notification Submit: July 1 Decision: August 1
EPSY 636: Techniques of Research	Yes	Grade of B or better in relevant course work (transcript) Syllabus of relevant undergraduate or graduate coursework in Research Design	N/A	RMS Faculty: Thompson Division Coordinator will send notification Submit: July 1 Decision: August 1
EPSY 635: Educational Statistics Students only required to take this course if they do	Yes	N/A	75% or better on prescreening exam	TBD-RMS Faculty Division Coordinator will send notification Test Date: TBD

not pass or do not complete the prescreening exam by the submission deadline.				Decision: TBD
EPSY 640: Statistical Analysis in Education Research I	Yes	Grade of B or better in relevant doctoral course work only (transcript) Syllabus of relevant doctoral coursework in advanced statistical data analysis techniques for experimental and non-experimental design	N/A	Division Coordinator will send notification Submit: July 1 Decision: August 1
EPSY 641: Statistical Analysis in Education Research II	Yes	Grade of B or better in relevant doctoral course work only (transcript) Syllabus of relevant doctoral coursework in advanced statistical data analysis techniques for experimental and non-experimental design	N/A	Division Coordinator will send notification Submit: July 1 Decision: August 1
Therapy & Consultation	**Eligible for waiver?**	**Documentation of Prior Coursework/Licensure or Certification**	**Performance Based Assessment**	**Faculty Overseeing Process/Timeline for Submission & Notification**
SPSY 641: Child Therapy for School Behavior Problems	Yes	Grade of B or better in relevant graduate course work (transcript) Syllabus of relevant coursework	Exam	Faculty: Dr. Smith Submit: July 1 Performance-based Assessment: TBD Decision: September 1
SPSY 644: Child Therapy Advanced Theory & Techniques	Partial; will audit select class	Documentation of Licensure in mental health/counseling field (LPC, LPA, LSSP, LCSW, etc.)	N/A	Faculty: Dr. Simmons Submit: July 1 Decision: August 1

https://drive.google.com/drive/folders/13n8P0saO4ohM-DnQ_W9iNS-jbbHmNYwt?usp=sharing	sessions as required by instructor of record	Documentation of direct contact hours/professional development training in counseling Grade of B or better in relevant course work (transcript) Syllabus of relevant graduate coursework		
SPSY 628: Consultation Theory and Techniques https://drive.google.com/drive/folders/12ToTcZvQAPV48KLb4pCRPekpGtiIAHiu?usp=sharing	Yes	Grade of B or better in relevant graduate course work (transcript) Syllabus of relevant coursework	Work Sample	Faculty: Dr. Smith Submit: July 1 Decision: August 1
Practicum				
SPSY 683: School-Based Practicum https://drive.google.com/drive/folders/1BNjW2RI79EMSjHO_26_yezLzf3ssaJBU?usp=sharing	Partial; eligible to waive out of one semester only	● One of the following: Documentation of Licensure/Credentialing as School Psychologist (LSSP/NCSP etc.) Documentation of completion of school-based internship		Faculty: Dr. Simmons Submit: July 1 Decision: August 1

Sequence of Courses

Because students enter the program with different backgrounds, students' progress through their course work at differing paces. The section titled "What to expect" describes a *typical* sequence of courses for a student entering the program with a bachelor's degree in psychology. Prerequisite courses, including statistics, and core psychology courses should be scheduled early in the program. Although there is a mechanism to waive courses, there are some courses, that ALL students are required to take as part of their degree program.

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

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

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

Assessment Sequence:

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

Therapy Sequence:

SPSY 610 (Child Psychopathology)
SPSY 641 (Child Therapy for School Behavior Problems)
SPSY 644 (Child Therapy Advanced Theory and Techniques)
SPSY 683 (Practicum in Child Therapy – 2 semesters)
SPSY 683 (Field Based Experience in Schools – 2 semesters/half-time)

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

Research, Measurement, and Statistics Sequence:

Students who have not had a statistics course at an undergraduate or graduate level must take one of these prerequisite courses EPSY635 (Educational Statistics) or STAT 651* (Statistics). All entering students will complete a statistics placement test to determine if the student will be required to take EPSY 635 prior to EPSY 640.
*Students who have not successfully completed a course in research design with a B or better will need to take EPSY 636 (Techniques of Research). Please see Appendix.

All students will take the following (after any *courses needed)
EPSY 640 (Experimental Design in Education I)
EPSY 641 (Experimental Design in Education II)
EPSY 622 (Measurement and Evaluation in Education)

One additional research methods and statistics course (e.g., EPSY 625, 630, 631, 642, 643, 650, 651 or other) must be completed as approved by the student's Doctoral Chair/Committee SPSY 691 (Research). These hours are taken in conjunction with completion of the dissertation research requirement. These can be taken before finishing the above courses, but generally are not taken before the student's doctoral degree plan has been filed and approved. SPSY 691 hours can be taken with any faculty member helping the student with his/her dissertation to recognize the efforts of these faculty members. Students are required to take 12 credits of SPSY 691 prior to graduation but can take additional credits as needed.

Consultation Sequence:

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

Additional Foundational Coursework

Specific foundational coursework covering broad and general knowledge are not sequenced; specific additional coursework will be determined by the student's advisor/Chair. One component of the minimum level of achievement (MLA) is the PRAXIS II School Psychology Examination, as well as the Advanced Psychology GRE to provide an objective measure of foundational knowledge in broad and general areas, as well as specific to the practice of school psychology. It is recommended that

students' complete foundational coursework prior to taking these exams. Both the PRAXIS II School Psychology Examination and Advance Psychology GRE must be completed and successfully passed by all students regardless of the student's prior training, credentialing, or licensure. Students may not substitute any other professional certification or licensure exam for the PRAXIS II School Psychology Examination and Advance Psychology GRE as evidence of MLA or to meet program degree requirements.

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

SPSY 683 (Field Based Practicum: Child Therapy)
SPSY 628 (Consultation – class project)
SPSY 614 (Integrated Assessment)
SPSY 683 (Field Based Experience in Schools) - Taken after assessment, therapy, and consultation sequence, usually in students' third year; includes assessment, direct intervention, and consultation; students are referred to as 'interns' and are expected to accumulate 600 hours of school base experience across the two semesters
SPSY 683 (Field Based Experience in Supervision) – All students are required to take the supervision class/experience, usually during their 4th year or the year prior to internship
SPSY 683 (Field Based Experience in …) -: Elective field experiences/externships can be taken at any site approved by the student's Chair/Advisor as long as university supervision is arranged for in advance and the experience is approved by their Chair. Any external experience (also called externship) must be integrated with academic training and be taken with consideration of field experiences that are sequential, cumulative, and graded in complexity.
SPSY 684 (Professional Internship): Usually taken after school-based field externship, any elective field experiences, completion of all course work, and completion of all steps for candidacy (proposal and preliminary examinations). Students may elect to take internship before or after defending their dissertation but must have a proposal on file and have completed all preliminary examinations prior to applying for internship by October 1st. Students must complete internship prior to degree conferment, with the final evaluation and certificate/letter of completion received from the internship site.

*For all SPSY 683 field experiences, students need to complete registration documentation and a contract with the site will be executed to be signed by the University as well as the primary field supervisor. **Background checks, fingerprinting, Tuberculosis Testing (TB testing) and vaccinations may be required for field experiences; school districts may require a student to be fingerprinted as part of the FAST system and Texas Department of Public Safety. Hospitals or medical facilities may require students to obtain certain vaccinations. Students are responsible for the cost of fingerprinting, background check applications, vaccinations or other requirements of field placement sites. The cost for fingerprinting begins at $50.**

A student who is unable to complete the field experiences (e.g., English proficiency is not sufficient; do not meet requirements of site background checks) will not be able to complete the program. For all external and elective practica and externship, the student also will need to establish both on-site and university supervisors, provide a clear statement of the goals and objectives for the training they will be receiving, and ensure that there is a contract executed between the site and the university **prior to beginning the experience.** A form must be completed and signed off on by all parties, including the student's Chair, prior to registration and verification of a contract/memorandum of understanding. For all field experiences, evaluations of students by supervisors, and evaluations of the sites by the students are required to be conducted each semester.

Practicum/Externship Registration

The practicum registration process including steps, dates, and forms that students need to complete prior to starting practicum are listed below or can be accessed in the elective practicum directory listed in appendix. All practica (required and elective), students must complete the pre-registration form. For elective practicum, as part of this preregistration process, students should provide the prospective supervisor with a syllabus from their University site supervisor and a copy of the practicum student evaluation form. The registration form is on the EPSY website but a sample form for how this can be completed can be found on the next page.

The practicum evaluation form is on the EPSY website. For elective practicum, the syllabus should be obtained from the faculty member who has agreed to serve as the university supervisor. The prospective supervisor, the university supervisor, and your doctoral chair need to sign the pre-registration form. For all external practica, a contract also must be executed with the site. You can initiate this process by:

1) Checking with the advising office to determine if there is a contract in effect for the time period you will be there, If not, fill out the information on this google form: https://docs.google.com/forms/d/e/1FAIpQLSerVQgEMkFloO8EreK1wy0lrWuzTW0KhMtCAz3l2e7keHo5bA/viewform
2) The advising office will enter the information in the portal for contracts. TAMU

contracts will then create and obtain signatures for all contracts/agreements. You will still have to send the prac form to the advising office (on the previous page and found on epsy.tamu.edu under student services) with supervisor/faculty signatures.

3) This needs to be done prior to the registration of classes in the semester before you'd like to begin the practicum and no later than 2 months before the start date of the practicum. Check for the exact date on the "Important Dates" notice each semester and in the practicum registration flow chart below.

You cannot begin the practicum experience until the contract/Memorandum of Understanding has cleared the contracts office at TAMU and the site. You will also need to document via an agreement between you and the supervisor(s) clearly articulating your time commitment, weekly and for what length of time. This form also clarifies the types of tasks you might be involved in during the practicum. Clarification in advance can avoid misunderstanding and miscommunication later on. At the conclusion of the practicum experience, your site supervisor will complete and evaluate your competencies via the practicum evaluation form; you will not receive a grade until this is received. You will also be asked, each semester, to evaluate the site. The form for you to evaluate the site will be emailed to you by Training Director at the end of each semester. The Training Director will maintain a copy of the evaluations of your practicum site for quality check purposes.

Practicum Registration Form

CPSY/SPSY CPSY ○ Section _____

Name: Jane Doe Date: 09/10/2020 UIN: 634009882

Semester you are registering for: Fall ○ Year: 2020 Number of Credits: 1hr-6hr

Faculty Supervisor: Dr. Hall Signature: _____

Practicum Site: College Station ISD

Site Supervisor Dr. Sam Signature (if different from faculty supervisor): _____

Is the Site Supervisor LP? YES ☑ NO ☐ Other credential(s) of Site Supervisor: _____

Who will provide "live" supervision or review videos? Dr. Sam

Who will provide weekly supervision and sign off on reports? Dr. Sam

How many hours per week will the student be engaged in the field experience? 10-15 hrs

What will the student be doing (your roles, responsibilities) in this practicum?
individual therapy, family therapy, assessment testing, and intakes

Describe the population the student will be working with (demographic, range of diagnoses anticipated):
children ages 5-18; anxiety, ADHD, and depression

Weekly supervision by the site supervisor? 2 hours

Weekly supervision by the University supervisor? 1 hours

Signature of Advisor/Chair verifying that program determined readiness for this field experience:

_____

Had the Site Supervisor received a copy of the syllabus and evaluation from to be completed at the end of the semester?

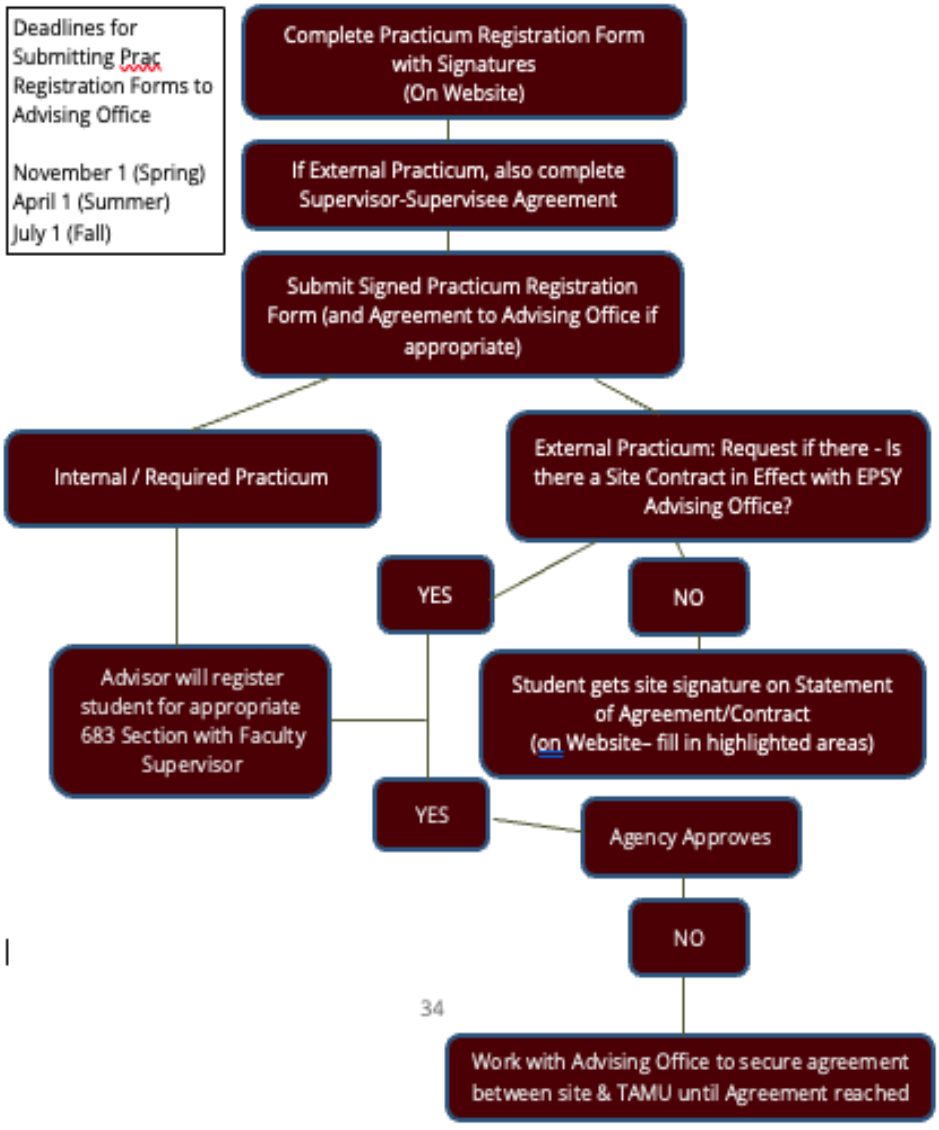
Yes ☑ No ☐

Is the contract needed? (Any practicum not on TAMU site requires a contract between TAMU and the site)

Yes ☑ No ☐

Student Agrees to complete the practicum site evaluation form each semester: Yes ☑ No ☐

Note: This form is to be turned into the Academic Advisor for registration after all items are completed. A copy needs to be provided to the Chair for CPSY or SPSY as well.


Deadlines for Submitting Prac Registration Forms to Advising Office
November 1 (Spring)
April 1 (Summer)
July 1 (Fall)
Complete Practicum Registration Form with Signatures (On Website)
If External Practicum, also complete Supervisor-Supervisee Agreement
Submit Signed Practicum Registration Form (and Agreement to Advising Office if appropriate)
Internal / Required Practicum
External Practicum: Request if there - Is there a Site Contract in Effect with EPSY Advising Office?
YES
NO
Advisor will register student for appropriate 683 Section with Faculty Supervisor
Student gets site signature on Statement of Agreement/Contract (on Website– fill in highlighted areas)
YES
Agency Approves
NO
Work with Advising Office to secure agreement between site & TAMU until Agreement reached

Elective Practicum/Externship Experiences

While elective practicum training may occur either on or off campus, selection of a particular site should be made in view of the skill(s) to be acquired in conjunction with the student's Advisory Committee Chair. The student's Chair must agree to the practicum considering what else the student is committed to complete during the same time, whether classes, required practica, or research. Ages and groups (demographics, disorder) will constrain options available, as will any geographic preferences. The tasks required of the student in the practicum setting should be clearly related to the skill to be acquired with appropriate supervision. Additionally, sites are chosen **to ensure a relationship between working professionals and the faculty of the training program**, as well as to provide adequate supervision of the student by faculty and other supervisory on-site personnel.

In keeping with both the philosophical goals of the School Psychology Program and the ethical standards of psychologists, all practicum activities are designed to conform to existing legal-ethical practices. Case studies and other records are maintained, and relevant discussions conducted, in such a manner as to ensure client confidentiality and to protect the rights and privileges of all parties involved. Students are expected to adhere to the rules and regulations of the settings in which they are in; any variation should be in the direction of more stringent adherence to ethical and legal requirements. The laws and regulations (e.g., HIPAA, IDEIA 2004, FERPA, etc.) pertinent to each setting must be followed in that setting. Students should always remember that they are professionals and must behave with honesty and integrity, and adhere to program, departmental, college, University, and APA/NASP ethical standards.

Professional behaviors include timeliness (e.g., reports, papers, and other documents completed in a timely manner; on time arrival to class, meetings, and practica settings; completion of course requirements in an appropriate time frame), use of feedback for reflective practice (e.g., accepts feedback from faculty, supervisors, and peers; provides constructive feedback), self-care in recognizing the need for and obtaining additional training in a given area, responsibility for one's own behavior, and concern for the welfare of others. For practica/field-based experiences, appropriate attire, consistent with that of other professionals in the same setting is required and adherence to the specific policies and procedures (unless there is an ethical or legal issue involved therein) of that setting is expected. In conjunction with professionalism, all students are required to carry liability insurance with a statement of said insurance on file with the Academic Advisor's office by the end of Fall semester of the first year and renewed annually. *From APA CoA C-26:* Practicum helps to realize the educational goals identified in the program's curriculum plan and includes:

- Clear statement of goals and objectives for practicum training
- Documents outcome measures on how training meets these goals and objectives
- Identify how the practicum is clearly integrated with other elements of the program
    - including how academic knowledge is integrated with practical experience through forums led by psychologists for discussion of practicum experience
- Clear identification of how practicum training is sequential, cumulative, and graded in complexity
- How designed to prepare students for further organized training
- Program should document how the program ensures the quality of the practicum sites including regularly scheduled site reviews
- Identify the administrative methods used to ensure that practicum meet criteria and how students are matched to these sites
- Document how that feedback is used to address the progress, development and competencies of the practicum student

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Elective Practica/Externships: A Step-by-step Process

Begin thinking about elective practica in 1st-2nd year while completing required experiences and identifying possible focus

Meet with your Chair to identify:

- What skills do you want to gain/enhance through the experiences (assessment, intervention, consultation)
- What populations you are particularly interested in working with (age range, disability or disorder, other demographic)
- What setting(s) is (are) most conducive to meet those goals

With assistance from your chair:

- Identify when other commitments and courses will allow you to be at an alternate site 10-20/hours per week – usually summer after 2nd or 3rd years or 4th year
- Identify any geographical preferences or restrictions
- Identify potential sites at least 1 semester in advance (for Texas Children's Clinics, applications are due in January for Fall)
- Identify who will serve as the University Supervisor (may or may not be your Chair)

Then,

- Determine how many semesters, how many credits based on hours per week
- Contact the potential site supervisor(s) and request a meeting to discuss what the expectations are for that site and provide them with the general practicum syllabi or specific one used by University Supervisor, and required evaluation form
- Discuss options and considerations with prospective University Supervisor and/or Chair
- Continue process until you obtain a site

Once you've identified a site and have approval from your chair:

- Determine if there is an active contract in place for the time period you are planning by registration and no later than at least 2 months in advance of when you plan to start – the program advisor tracks these and processes the forms
- Complete the Prac Registration form at the time of registration (this form is on the EPSY website. Upload to the SPSY liability insurance Qualtrics survey listed on EPSY website. Go to Student Services -> Graduate Advising -> Records, Registration & Forms -> CPSY/SPSY Practicum Registration form) – the University supervisor must sign as well as your Chair (your Chair should be your University supervisor in most cases) if they are different individuals; site supervisor must sign
- If no contract in force, go to EPSY website and fill in the highlighted sections of the form; print it out and get signatures– always use the most current version on the website (not the one you used previously) – this gets turned into the Advising Office and must clear TAMU contracts office prior to starting the prac
- Identify any additional requirements of the site (e.g., background check, finger printing, TB testing, trainings, and so on)
- Complete the agreement between the site supervisor and the student regarding the time commitments and supervision expectations (Format is on the website).
- See flow chart below for what to do once you have the prac registration form and agreement signed

SPSY Research Expectations

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

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

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

University Travel Documentation

Any student who is enrolled in the program (full time, part-time, in absentia, on internship, ABD) and driving 25 or more miles for a **student organization event** or to **engage in research or observation organized by a member of the faculty** must **complete a travel form, accessible here:** https://studentactivities.tamu.edu/app/form_travel/. An event or activity organized by the University is one that is initiated, planned and organized by a University faculty or staff member or by a recognized student organization and approved in accordance with applicable University requirements. An event or activity sponsored by the University is one that the University sponsors by providing funding or sending students to participate as official representatives of the University. Types of activities and events covered by this Rule include course-related field trips, activities of sponsored student organizations, recreational sports club trips, and meetings of academic organizations where a student is officially representing the University. On this form, you will indicate the type of travel you are engaging in, input your student information, and then designate the activity as required

on the form including the routes to be taken. Students should follow the SAP 13.04.99.M1.01, Student Travel Procedures. This rule does not apply to student travel to engage in student teaching, internships, clinical rotations, practicums, observations or research, unless the research or observation is organized by a member of the faculty. However, in these cases, students are encouraged to follow the safety provisions set out in this Rule and SAP 13.04.99.M1.01, Student Travel Procedures.

Core Requirements

The "Core" content is seen as required for all students in the program. If a student believes they have met a course requirement in previous graduate course work, the student meets with a faculty member in our Department who teaches the course in question. With faculty approval, students may exempt out of required courses based on previous course work or professional experience that is deemed to be equivalent to the required course (see section on Direct to Doctorate). Waived courses do not earn units and do not count toward the total units needed to graduate. Exempting a course does fulfill that course requirement and permits the student to take another course in its place (please see Appendix for list of approved courses that can be exempted or waived). Students entering with a Bachelor's will need to obtain the Master in Education (M.Ed.) following completion of 36 credits, usually in December of the second year. Courses below designated √ are those courses most likely to be included on the M.Ed. degree plan.

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

Basic Psychological Sciences Core Note: The student must retake any course in which he/she receives a grade of "C" or below.		Hours	Semester Usually Offered/Taken
EPSY 647	Life Span Development	3	Fall of Year 1
SPSY 610	Child Psychopathology	3	Fall Year 1
EPSY 644	Histories of Psychology	3	Varies
EPSY 621	Clinical Neuropsychology	3	Summer Year 2
Total		9-12	
Research, Measurement, Statistics Core Note. Students receiving a C in EPSY 640 are required to retake the course.		Hours	Semester Usually Offered/Taken
EPSY 635* OR STAT 651*	Statistics Statistics	3	Fall Year 1

EPSY 622 Measurement and Evaluation in Education	3	Fall or Spring Year 2 or 3
EPSY 636§ Techniques of Research	3	Fall/ Spring/ Su Year 1
EPSY 640 Experimental Design in Education I	3	Fall/ Spring Year 1 (Year 2 if need to take prerequisite coursework)
EPSY 641** Experimental Design in Education II	3	Spring/Fall Year 1 or after completion of EPSY 640
EPSY _____ One additional research course (EPSY 625, 630, 631,642, 643, 650, 651, 690)	3	Varies
Total	12-18	

***** A leveling course for students who have not had statistics or who do not successfully pass the statistics readiness exam (see Appendix Course waiver Process); prerequisite to EPSY 640.

§ A leveling course for students with no prior research courses. Students must complete the course waiver process to determine if this course may be waived.

** Requires prerequisites.

Professional School Psychology Core Note: The student must retake any course in which he/she receives a grade of "C" or below.	Hours	Semester Usually Offered/Taken
√**EPSY 605** Effects of Culture, Diversity, & Poverty on Children and Youth	3	Spring Year 2
√**SPSY 611** Introduction to School Psychology: Legal, Ethical & Credentialing Issues	1+1+1	Fall, Spring, Summer Year 1
√**SPSY 612** Individual Assessment of Children's Intelligence	4	Spring Year 1
SPSY 614** Integrated Assessment Practicum	3	Spring Year 2
√**SPSY 617**** Emotional Disturbance in Children	3	Fall Year 2
√**SPSY 642** Behavioral Assessment and Intervention	3	Spring Year 1

√**SPSY 643** Academic Assessment and Intervention	3	Fall Year 1
√**SPSY 641** Child Therapy for School	3	Spring Year 1
√**SPSY 644**** Child Therapy – Advanced Theory and Techniques	3	Summer Year 1
SPSY 628 Consultation: Theory and Techniques	3	Fall Year 2
SPSY 638 Systems Consultation and Prevention Science	3	Fall Year 2 or 3
SPSY 627 Culturally Responsive Interventions: Models for Making Cultural Adaptations to Interventions	3	Summer Year 2 or 3
SPSY 683C** Field Based Experience: Child Therapy (2 semesters; must be approved by program)	3+3	Fall-Spring or Spring-Summer Year 2
SPSY 683D** Field Experience: Schools (2 semesters; must be approved by program)	6+6	Fall-Spring Year 3
SPSY 683E Supervision Seminar and Field Experience (1 semester; must be approved by program)	1	Fall/Spring Year 4
SPSY 684** Internship in Professional Psychology (yearlong; must be approved by program)	1+1+1	Fall, Spring, Summer Year 5
Total	59	

Focus Areas

Focus Areas are an opportunity for students to personalize their degree plans by selecting themes or Focus Areas of coursework that cluster into specialty areas. The Focus Areas listed in this document and the courses associated with them serve only as suggestions. Students are encouraged to meet with their doctoral Chair/advisor to develop a Focus Area that meets their individual unique interests. A total of 12 hours of Focus Area courses is required. Focus Area courses may include 1 required School Psychology Professional Courses and three elective courses or 4 elective courses. Students may do an elective practicum related to their area of focus and that can count as one of the 4 required courses.

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Choose between 9-12 credit hours from a variety of classes for your focus area. Below are some examples and classes that students have done in the past.

Child and Family

- EPSY 628
  - The Rorschach Technique with Children and Adolescents
- CPSY 631
  - Techniques of Counseling
- CPSY 676
  - Marriage & Family Counseling
- CPSY 678
  - Family Therapy
- PSYC 639
  - Pediatric Psychology
- SPSY 645
  - Advanced Social Emotional Development
- SPSY 683*
  - Field Experience (elective)
- PSYC 608
  - Intro to Clinical Skills
- PSYC 624
  - Individual Testing
- PSYC 629
  - Seminar Clinical/ Community Psychology
- EPSY 627
  - Structured Personality Assessment
- CPSY 633
  - Intro to Group Process
- CPSY 634
  - Group Counseling and Psychotherapy
- CPSY 679
  - Multicultural Counseling
- SPSY 613
  - Crisis Intervention
- PSYC 678
  - Marital Therapy

Education for At-Risk Populations

- SPED 612
  - Special Education Law
- SPED 613
  - Issues in Educating Students with Disabilities
- SPED 614
  - Issues in Moderate and Severe Disabilities
- SPED 617
  - Contemporary Instructional Strategies for Special Education
- SPED 615
  - Special Education Assessment: Technical and Legal Aspects
- SPED 620
  - Bilingual Special Education
- SPED 621
  - Overview of Exceptional Students
- SPED 622
  - Community-Based Integrated Services
- SPED 630
  - Reading for At-Risk/LD Students
- SPED 632
  - Transition from School to Work
- SPSY 657
  - Bilingual Psychoeducational Assessment
- SEFB 610
  - Special Education and the Family
- EPSY 626
  - Prevention and Intervention At- Risk Hispanic Families

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Reading, Literacy, and Language

- RDNG 674
  - Developmental Reading
- RDNG 604
  - Reading Diagnosis
- RDNG 642
  - Clinic Teaching in Reading
- EPSY 613
  - Spanish/English Biliteracy
- RDNG 614
  - Reading Research and Trends
- EPSY 626
  - Prevention and Intervention At- Risk Hispanic Families
- SPED 630
  - Early Literacy
- SPED 617
  - Adolescent Literacy
- RDNG 615
  - Theories of Reading Process
- EDCT 689
  - Literacy and Language

Bilingual/ELL

- SPSY 685 & Mexico Study Abroad SPSY 683
- EPSY 610
  - Hispanic Bilingual Assessment and Monitoring Students
- EPSY 613
  - Spanish/English Biliteracy
- EDCI 611
  - Teaching English as a Second Language OR EPSY 611
- EPSY 626
  - Prevention and Intervention At-Risk Hispan Families
- SPED 620
  - Bilingual Special Education
- SPSY 627
  - Cultural Adaptations
- SPSY 657
  - Bilingual Psychoeducational Assessment

Prevention Science

- HLTH 630
  - Health Program Planning
- SPSY 638
  - Systems Consultation and Prevention Science
- SPSY 627
  - Cultural Adaptations

And one of the following:

- ALEC 625
  - Program Evaluation and Organizational Accountability
- EPSY 631
  - Program Evaluation
- HLTH 632
  - Health Program Evaluation

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Neuropsychology/Pediatric Psychology

- PSYC 609
  - Psychophysiology
- PSYC 639
  - Pediatric Psychology
- PSYC 640
  - Applied Physiological Psychology
- PSYC 649
  - Seminar in Behavioral Neuroscience
- EPSY 618
  - Neurodevelopmental and Genetic Disorders
- EPSY 634
  - Educational Neuroscience
- SPSY 615
  - Preschool Assessment
- PSYC 650
  - Clinical Psychopharmacology
- SPSY 685
  - Directed Studies in Neuropsychology
- SPSY 683
  - Field Based Experience: Neuropsychology or Pediatric Psychology
- NRSC 644
  - Neural Development

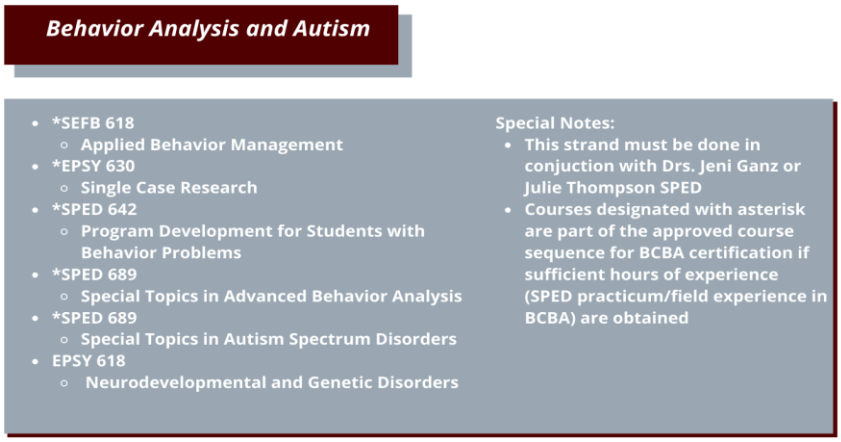
Research Measurement Statistics

- EPSY 690
  - Special Topics in Research Design
- EPSY 630
  - Single Case Research
- EPSY 631
  - Program Evaluation in School and Clinic
- EPSY 634
  - Applied Multivariate Methods
- EPSY 651
  - Structural Equation Modeling
- EPSY 652
  - Hierarchical Linear Modeling
- EPSY 654
  - Longitudinal Data Analyses
- ESPY 653
  - Advanced Structural Equation Model
- EPSY 642
  - Meta-Analytic Methods
- EPSY 637
  - Grounded Theory Methodologies
- EPSY 655
  - Item Response Theory

See https://education.tamu.edu/degrees-programs/advanced-research-methods-certificate/ for requirements for Advanced RMS Certificate for additional information. Other selected courses from EPSY, STAT, PSYC, SOCI, EHAD can be selected.

Human Learning and Development

- EPSY 683F
  - Field Experience in Instructional Psychology
- EPSY 678
  - Language, Learning, & Instruction
- EPSY 673
  - Learning Theories
- EDCI 646
  - Instructional Theory
- EDCI 674
  - Developmental Reading in the Elementary School
- EPSY 647
  - Adult Development and Aging
- EPSY 689
  - Social Emotional Development
- PSYC 603
  - Motivation & Cognitive Processes
- PSYC 636
  - Social Development
- PSYC 615
  - Perceptual Processes



Additional Program Requirements

1. For students entering from an undergraduate program (with Bachelor's degree), 37 credits taken in the first year (Fall-Spring-Summer) and second year (Fall) are used to fulfill the requirements for the M.Ed.; for all students, the doctoral degree plan must include a minimum of 64 credits. SPSY 691 is for your research dissertation. Only 12 credits of SPSY 691 are required to be on the degree plan, but students can register for more at Chair discretion.
2. Students should discuss and identify their major area of interest /Focus Area with their intended Chair and Advisory Committee prior to completion of the degree plan to ensure that there is an appropriate match of interests and expertise. Within each area of specialization, appropriate courses may be added as they are developed and identified. **The Focus Areas and courses listed here are suggestions only**! Students are expected to complete and file the doctoral degree plan by the end of their second year. Students entering with a Master's degree will be blocked from registration for Summer of second year until a degree plan has been submitted and approved
3. The student's doctoral committee or the program faculty is always at liberty to require other such coursework as it deems necessary to remediate any deficiencies or to assist the student in reaching his/her career/educational goals.
4. It is the intent of the program that students will develop basic competence in discipline specific knowledge as well as professional competencies in ethical and

legal standards, professional values and standards, research, diversity, communication, assessment, intervention/treatment, consultation, and supervision/teaching.

5. It is expected that students entering with a master's or graduate degree will be able to waive hours in the above program. Students should review the Course Waiver process and course approved for exemption in the previous section. If this document does not answer their questions, students should contact the Division Coordinator and the faculty who teach comparable courses at TAMU.
6. As required by the Department of Educational Psychology, students are required to present research papers at a state, regional, or national conferences. In addition, students are expected to submit manuscripts for publication. Involvement in research with **at least 1 publication submitted** and **1 conference presentation** is a **minimum expectation**. The policy anticipates that all students will participate in research before completing work on a dissertation. The EPSY Research Expectations are provided in this Handbook. The student's Chair and their Advisory Committee will monitor these activities in conjunction with the student. Research productivity will be reviewed annually by program faculty.
7. Minimum levels of achievement (MLA) include GPA≥3.0 consistent with OGAPS for all coursework on the degree plan; field supervisor ratings indicative of competencies in practice; obtaining the score required for licensure as LSSP (TX) or national certification on the PRAXIS II School Psychology examination; a score ≥ 550 on the Advanced Psychology GRE; evidence of engagement in research and dissemination of new knowledge through conference presentation and publication; and initiation and conduct of original research (dissertation). Student year in the program is considered in relation to their level of achievement (i.e., the same expectations do not apply for first and fourth year students).

Year by Year Expectation for Degree Completion

General Notes

- EPSY 640-641 is usually taken either Fall/Spring or Spring/Fall
- SPSY 683 Field Experience: Child Therapy is taken either Fall/Spring or Spring/Summer – assignment is made by the faculty providing supervision
- **Students must have continuous enrollment (1 credit hour minimum) each semester, until graduation**
- One cannot begin post-doctoral hours (or call oneself a post-doc) **UNTIL** the

doctoral degree is conferred. At TAMU, this only occurs with graduation dates (December, May, August)

- If your internship does NOT end before the fall semester starts (this year August 26), and the documentation of completion is not received and grade assigned by that date, then you will NOT graduate in August. If you have applied to graduate, you can walk in August; however, your degree will NOT be conferred until December.
- To waive out of or transfer credits for courses please see the course waiver section

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

FALL	SPRING	SUMMER
Year 1 ● Obtain liability insurance (copy of cover page to Academic Advising office) & upload to the SPSY liability insurance Qualtrics survey listed on EPSY website. Go to Student Services → Graduate Advising → Records, Registration & Forms → SPSY Liability Insurance ● Become involved with research project or activity ● Join professional organizations ● Establish file in 'myrecord' including vita, sample papers ● Complete self-evaluation form prior to annual review ● Complete CITI training for research involving human subjects ● File degree plan for M.Ed. in Summer (NOT required for those entering with a Master's degree of any kind) ● Complete Annual Report Online (ARO) form for APA ● Complete coursework indicated		
SPSY 610: Child Psychopathology **SPSY 643: Academic Assessment & Intervention SPSY 611: Professional Practice and Credentialing (1) EPSY 647: Life Span Development**	**SPSY 612: Individual Assessment of Children** **SPSY 641: Child Therapy for School Behavior Problems or PSYC 637 Clinical Interventions I**	**SPSY 611: Ethics (1)** **SPSY 644: Child Therapy Advanced Theory and Techniques**

	SPSY 642: Behavioral Assessment and Intervention **SPSY 611: Law (1)**	
Plus, one of the following to be determined with the Assigned Advisor: *EPSY 636 Research Design *EPSY 635 Statistics **EPSY 640 Experimental Design I**	Plus, one of the following to be determined with the Assigned Advisor: *EPSY 636 Research Design **EPSY 641 Experimental Design II** (or EPSY 640 if not taken in Fall)	Plus, one additional course to be determined with the Assigned Advisor: EPSY 621: Clinical Neuropsychology (can be taken 1st or 2nd year) Another course depending on what is offered
Students with advanced standing may take SPSY 638: Systems Consultation and Prevention Science, SPSY 628: Consultation Theory and Techniques or another course if they waive out of one of the scheduled courses and have met prerequisites	Students with advanced standing may take EPSY 605: Culture, Diversity; SPSY 614 Integrated Assessment, or Focus Area course if they waive out of one of the scheduled courses and have met prerequisites	
13 credits	*14 credits*	*4-7 credits*

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

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

Year 2 • Apply for graduation for M.Ed. if applicable • Engage in additional research activity leading to presentation and/or publication • Begin work on dissertation research • Renew liability insurance (cover sheet to Advising Office) • Take Praxis II and Advanced Psych GRE by April 1st • Update 'myrecord' by March 1 • Complete self-evaluation and form for Annual Review Online (ARO) • Establish doctoral committee and file Ph.D. Degree Plan • **If entering with a Masters/Specialist degree** and intending to apply for internship in Year 3, pre-propose in March/April of the 2nd year, identify who will write letters of recommendation for internship, and ensure that Proposal and Preliminary Examinations are completed prior to Oct. 1 of the 3rd year		
SPSY 617: Emotional Disturbance in Children **SPSY 638: Systems Consultation and Prevention Science** **SPSY 628: Consultation: Theory and Techniques** **[SPSY 683: Field Based Experience: Child Therapy** (if Fall/Spring)]	**SPSY 614: Integrated Practicum in Assessment SPSY 683: Field Based Experience: Child Therapy** **EPSY 605 Culture, Diversity, and Poverty**	**EPSY 621: Clinical Neuropsychology** if not taken earlier **SPSY 627: Cultural Adaptations** (3 hrs) EPSY 644: Histories of Psychology (if needed) [**SPSY 683: Field Based Experience: Child Therapy (if Spring/Summer)**]
And/or 1or more of the following: Next RMS course in sequence (**EPSY 622** usually) Focus Area course ESPY 682 Internship (if you plan to apply for internship in Year 3)		Other RMS, Focus Area Course, Elective Practicum, or dissertation hours
12 credits	*9 credits*	*6 credits for FT status*

Year 3 • Engage in additional research activity leading to additional presentation and/or publication • If entering with a Master's degree and intending to apply for internship in Year 3, proposal and written preliminary examinations must be completed no later than October 1 • Pre-propose dissertation study in March/April if applying for internship in Year 4 • Ask faculty/supervisor(s) for letters of recommendation for internship if applying for internship • Write proposal and determine any additional components to written and oral preliminary examinations for your advisory committee and schedule proposal meeting to be held prior to Oct 1 of Year 4 • Update 'myrecord' by March 1; complete self-evaluation and ARO form • Renew liability insurance (cover sheet to Advising office)/upload to the SPSY liability insurance Qualtrics survey listed on EPSY website. Go to Student Services → Graduate Advising → Records, Registration & Forms → SPSY Liability Insurance • Identify and discuss possible external field experiences for Year 4		
SPSY 683: Field Based Experience in Schools (6hrs) EPSY 634Any remaining required courses, RMS course (EPSY 622 or additional), Focus Area Course, or dissertation hours [SPSY 683: Supervision (only if entering with advanced standing and applying for internship in Year 3)]	**SPSY 683: Field Based Experience in Schools (6 hrs)** One other RMS (EPSY 622 or additional), Focus Area Course, or dissertation hours SPSY 691: Research Hours [SPSY 683: Supervision (only if entering with advanced standing and applying for internship in Year 3 and not taken in Fall)]	**SPSY 627: Cultural Adaptations (3 hrs)** if not taken in summer Year 2 **Any remaining required courses offered** RMS, Focus Area Course, Elective Field Experience or dissertation hours
9-*12 credits*	*9-12 credits*	*6 credits*

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

Year 5 • Renew liability insurance (cover sheet to advising office) • Complete internship with evaluations completed in time for August graduation • Complete and defend dissertation if not previously done by June date determined by OGAPS; submit to thesis clerk • Apply for LSSP or state certification as school psychologist; for LSSP, take Jurisprudence • Engage in additional research activity leading to presentation and/or publication • Update 'myrecord' including updated CV; complete self-evaluation; complete ARO form • Begin studying for EPPP & Obtain post-doctoral position • **Graduate** (date will be determined by date of defense and clearance by thesis office, as well as date cleared by internship site)		
SPSY 684: Internship	**SPSY 684: Internship**	**SPSY 684: Internship**
1 credit	*1 credit*	*1 credit*

Please note: The advising office and program faculty will continue to assist you as you maneuver the licensing/certification process. In addition, the program is required to follow

students for 10 years following graduation. Once you graduate you are invited to be added to the alumni listserv; position announcements are forwarded regularly as are general announcements. You also will be contacted regularly in conjunction with ARO (annually) and program self-study (2 and 5 years post graduation). At conferences, current students, graduates, and faculty try to get together – this information is posted on Facebook and shared via the student and alumni listservs.

Degree Program and Plan

The document titled "Minimum Course Requirements for Texas A&M University Doctoral Training Program in School Psychology" lists all course requirements; additional requirements may be added by the student's Chair or committee. This form serves as a guideline for developing the doctoral degree plan required by the Office of Graduate and Professional Studies (OGAPS). The academic advising office is available to assist you with completion of the forms and will provide the current URL for accessing them.

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

Students will then need to progress to **completion of the doctoral degree plan** (a student cannot have two degree plans filed simultaneously). **Students are required to complete this form by the end of the Fall semester of their second year, or if completing the M.Ed., by the end of the Spring semester of their second year. If you enter with a graduate degree, and you do not have a degree plan by Spring of your second year, you will be blocked by OGAPS from summer registration.** By this time in a student's program, the student should have selected a doctoral Chair/ Advisor, and members of their doctoral committee; this may or may not be the same individuals for the M.Ed. Both the Ph.D. Degree Plan as well as information about completing it can be obtained from the Academic Advisor in Room 704; it is submitted on-line. Students are

responsible for ensuring that their degree plan is approved and accepted by the Office of Graduate and Professional Studies (OGAPS). The Official University degree plan also includes the student's Advisory Committee members, along with their electronic approval; students will need to verify that their degree plan has been processed by all committee members prior to scheduling their proposal. Your Chair/Advisor will assist you in identifying appropriate members of your committee that meet the University requirements.

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

Summary of the Major Steps

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

TIMELINE	STEP/PROCEDURE	APPROVAL/ DOCUMENTATION
Start of Program (prior to 1st semester; no later than New Student Orientation)	Meet with Advisor to establish PRELIMINARY PLAN for course of study	
Fall of 1st year	Join professional organization(s) Obtain Liability Insurance Complete CITI Training for use of human subjects in research Think about/Talk to advisor about research projects and get involved or speak with other	Copy of Liability Insurance cover page and CITI training completion form to Academic Advising Office

	program faculty about their current research	
Spring of 1st year	Meet with Academic Advisor on steps for M.Ed. –File degree plan for M.Ed.**	Advisor OGAPS M.Ed. Committee
Spring of 1st year	Establish portfolio on-line "myrecord"; develop/update curriculum vita (CV); get involved in research activities; complete self- evaluation	Advisor or other faculty member; Program Advisor in Advising Office
Summer of 1st year/Fall of 2nd year	Apply for graduation (M.Ed.)** Complete form for Annual Report Online	OGAPS Program Advisor

Fall of 2nd year	Establish general scope/focus of dissertation	Advisor or other faculty member
	Renew liability insurance	Copy of cover sheet for insurance to Advising Office
December of 2nd year	Get M.Ed. (graduation) If in field experience, complete site evaluation form	
Spring of 2nd year	Select TOPIC and Chair for dissertation; begin dissertation process; Establish DOCTORAL COMMITTEE and file PHD DEGREE PLAN Establish time-table (roadmap) of degree completion	Chair and Advisory Committee; OGS
	Register for PRAXIS II and Advanced Psych GRE; update portfolio on-line	Copy of results of PRAXIS and GRE to Academic Advising Office

	For LSSP (D2D): Pre-propose in March	SPSY Program Faculty
Every year	Renew liability insurance; update vita and portfolio on-line; renew CITI training as needed (every 5 years); complete self- evaluation and ARO; complete site evaluations each semester for every field experience	Copy of insurance to Advising Office Chair and Advisory Committee
Every year	Continue involvement with research; submit manuscript as co-author or author	Update CV and myrecord to reflect
Every year	Attend and present at professional conferences	Update CV and myrecord to reflect
Spring semester of year prior to applying for internship (usually year 3; LSSP Fast Track will be year 2)	Pre-proposal presentation dates are scheduled by SPSY faculty in late March or early April; take/retake PRAXIS II or GRE Psych if needed	Copy of results of PRAXIS and GRE to Academic Advising Office if not already done
At least two weeks before prelims, proposal meeting	SCHEDULE preliminary examination (No later than 1st semester after completing coursework/no earlier than within 6 credits of completing courses*)	Contact Advisory Committee members after approval by Chair; file date with OGAPS
Prior to Oct. 1 of year applying for internship (usually 4th year;	Complete PRELIMINARY EXAMS; Hold PROPOSAL MEETING; Complete IRB and submit approved proposal for dissertation to OGAPS; apply for IRB approval	Chair and Advisory Committee; Paperwork and proposal to Academic Advising Office for OGAPS processing; OGAPS; IRB

LSSP (D2D) will be year 3)		
Prior to Oct. 1 of year applying for internship	Request letters of reference to be made ready from faculty members; ensure that all practicum/ field experience evaluation forms involved in research activities; complete self- evaluation	Faculty members; field supervisors
Spring semester of year prior to applying for internship (usually year 3; LSSP Fast Track will be year 2)	Pre-proposal presentation dates are scheduled by SPSY faculty in late March or early April; take/retake PRAXIS II or GRE Psych if needed	Copy of results of PRAXIS and GRE to Academic Advising Office if not already done
At least two weeks before prelims, proposal meeting	SCHEDULE preliminary examination (No later than 1st semester after completing coursework/no earlier than within 6 credits of completing courses*)	Contact Advisory Committee members after approval by Chair; file date with OGAPS
Prior to Oct. 1 of year applying for internship (usually 4th year; LSSP (D2D) will be year 3)	Complete PRELIMINARY EXAMS; Hold PROPOSAL MEETING; Complete IRB and submit approved proposal for dissertation to OGAPS; apply for IRB approval	Chair and Advisory Committee; Paperwork and proposal to Academic Advising Office for OGAPS processing; OGAPS; IRB
Prior to Oct. 1 of year applying for internship	Request letters of reference to be made ready from faculty members; ensure that all practicum/ field experience evaluation forms are completed and in your file; register with APPIC and complete all APPIC information	Faculty members; field supervisors

Prior to start of Internship	If non-APPIC, submit letter of expectations, document that requirements of CDSPP have been met and have contract executed	OGAPS Academic Advising Office
Before scheduling dissertation defense	COMPLETE STUDY/ collect/ analyze data; submit multiple drafts of chapters to Chair for EDITING/FEEDBACK. (Follow Thesis Format**) **EPSY requires that your committee receive the document four (4) weeks prior to the defense** **TAMU/OGAPS sets the date for defense to be completed for each graduation cycle**	Chair and committee members
Usually during 1st week of classes for semester in which you plan to graduate– check with Advising Office for exact deadline dates or check on-line	APPLY for degree (graduation) with OGAPS during the semester you will graduate You must be enrolled in the semester in which you defend, but not the semester you graduate	OGAPS
While on Internship	Identify and apply for post-doctoral positions/jobs; begin process for LSSP or state certification	
COUNT DOWN **At least 4 weeks before defense** Last date for defense for graduation in a	After approval from Chair, SCHEDULE DEFENSE WITH ADVISORY COMMITTEE. Polished final draft of complete dissertation is sent to all Advisory Committee	Chair, Advisory Committee, OGAPS

given semester of graduation is set by OGAPS. *See OGAPS calendar for specific dates*	members **4 weeks prior to defense date** Make appointment to CHECK FORMATTING with Thesis Clerk	
At least 2 weeks before defense	Advisor and Committee members give feedback; MAKE CORRECTIONS IF NEEDED	Chair, Advisory Committee
At least 1 week before defense	REVISED copy to Advisory Committee	
	Hold defense: make any required changes. Submit corrected copy to Chair and then to Thesis Office	Chair, Thesis Office
Post-Graduation	Prepare for and take EPPP; obtain licensure. Keep the program posted so we can brag on you!!!	Director of Training

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

Advising and Advisor's Role

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

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

completed during the spring of the second year so that a doctoral degree plan is in place at the end of the second year.

Role of Student's Doctoral Chair and Committee

The Chair of the student's doctoral committee and the student will select the remainder of the student's Doctoral Advisory Committee. The student's Doctoral Advisory Committee will consist of not fewer than four members (including the Chair) of the graduate faculty of the student's field of study and research; one of the members must be from a department other than the student's major department (i.e., outside of Educational Psychology). All committee members must meet the TAMU and SEHD criteria for graduate faculty status. The Chair must be a tenure-track faculty member. Clinical Faculty for the School Psychology Program may serve as a co-Chair.

Occasionally, a student will choose a Chair from outside the School Psychology faculty, usually because of mutual research interests. In this case one School Psychology faculty member is required to serve on the committee as co-Chair. This person will be responsible for guiding the student's academic program in School Psychology and ensuring that clinical competencies are met. Faculty from other programs or departments can serve as co-Chairs based on mutual research interests as well. When co- Chairs are in place, it is important for the student to communicate with both of these individuals on all aspects of program completion, as well as the dissertation research project. It is recommended that there be clear roles for each of the co-Chairs. The student and the co-Chairs should draft a written document outlining what each chair's responsibility is for guiding the student's academic program and dissertation project. this document should also explain how the student should communicate his/her progress to co- Chairs and the frequency in which these communications should occur. A copy of this agreement should be shared with the co-Chairs, student, and placed in the student's file in the EPSY Academic Advising Office.

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

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

Student Rights and Responsibilities

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

Annual Review of Ethical, and Professional Expectations of Students

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

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

2) **Ethical behavior.** Students will behave in accordance with the ethical standards of the American Psychological Association and the National

Association of School Psychologists. The APA ethical code can be accessed at www.apa.org/ethics/code/. The NASP Principles for Professional Ethics can be accessed at https://www.nasponline.org/standards-and-certification/professional-ethics. They are also expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University.

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

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

- Aggie Honor Rule\
    - https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules
- *Plagiarism*, TAMU Library Guides:
    - https://library.tamu.edu/services/library_tutorials/academic_integrity/index.html
- *Avoiding Plagiarism*, TAMU University Writing Center:
    - https://writingcenter.tamu.edu/ClassroomWorkshops/Undergradute/Avoiding-Plagiarism

3) Professional standards and behavior. Students have an obligation and expectation to behave in a professional manner as befits a psychologist-in-training; this is one of the professional competencies required to be met prior to internship. Professional behavior includes timeliness (e.g., completion of tasks by

due dates, being on time for class, meetings, or practica settings, completion of course requirements in designated time frames), communication with faculty and others, accepting constructive feedback from faculty or other supervisors, and behaving in a manner that is supportive of others, and not disruptive to the learning process (e.g., turning off cell phones in class or meetings), and deportment (attire, emotional control of frustration, handling conflict appropriately). Such professional behavior is exemplified by forming respectful relationships with faculty, staff, other students, other professionals in the community, and clients. Professionalism also includes reflective practice, the ability to work within various interdisciplinary systems, and with individuals from diverse backgrounds. Finally, professionalism includes the ability to deal effectively with stressful and ambiguous situations, and to be able to resolve conflicts should they occur in various contexts.

4) Continuous and adequate program progress. One component of program progress is the attainment of specific clinical skills and competencies in the areas of assessment, intervention, consultation, and supervision, as well as increased competency in scientific knowledge and research methods. Many of the courses are sequenced and require completion of one course prior to enrollment in the next. Because of the professional nature of the training program, it is critical that students progress at a rate that is consistent with program guidelines. **Grades of "Incomplete" are the rare exception and are given only under extraordinary circumstances, at the discretion of the instructor and approval by the Department Head other than for SPSY 683, 684, and 691**. Based on TAMU Student Rules (10.5), an incomplete can only be given if the student is making adequate progress in the course, but is not able to complete specific requirements. When an incomplete is given, there should be a clear, written agreement on what the student needs to do to obtain a grade and the timeline for same. Students who fall behind in program sequences and activities will not meet program expectations for adequate progress and completion of the program in five (5) years. Students also are expected to make adequate progress in completing the dissertation process (pre-proposal, proposal, defense) and in applying for Internship. A finding of Unsatisfactory Progress may result in the student being blocked from further registration until such time as "progress" in the deficient area is demonstrated.

Due Process & Student Grievance Process

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

1) A plan for remediation of the problem agreed to by the student and the faculty can be implemented; said plan will include a written list of corrective behaviors to be displayed by the student and a specific time frame in which these behaviors must occur
2) The student can receive a formal reprimand from the faculty—with or without a remediation plan or sanctions;
3) The student can be placed on formal probation during the program. Such probation would include a written list of corrective behaviors that must be displayed by the student during the probationary period and a description of sanctions to occur if the requirements of the probationary period are not met. Such a probation plan will include a specific time frame in which these behaviors must occur;
4) The student may be blocked from continued registration until the problem is addressed; or
5) The student can be dismissed from the program.

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

Student Grievance/ Process

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.

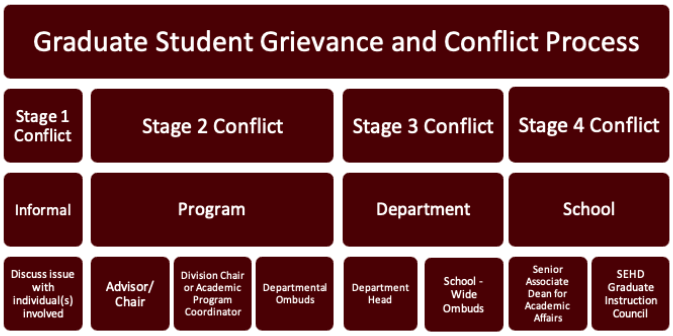
First Step: As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s),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



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.

SPSY Division

Safety Plan

TEXAS A&M UNIVERSITY
School Psychology

Student Safety Plan

Definition of an Emergency
When SPSY Program Faculty, in consultation with the student, believes there is a reasonable likelihood that a student is having a medically-related health crisis or will take or refrain from taking some action that places themselves or some other person in imminent danger.

Emergency Procedures for SPSY Program Faculty
If SPSY Program Faculty encounter an emergency while seeing the student, faculty should first triage the event. Program faculty have an ethical responsibility to assist with arrangements for the student to be seen immediately at a local hospital's Emergency Department. If the event occurs on campus, program faculty will contact TAMU Campus police to help assist with the student and possible transport. Students in crisis are advised to seek emergency services through one or more of the following service agencies. If program faculty have general concerns about students, refer to the the Division of Student Affairs "Concerning Behaviors ResponseGuide". In addition, this CAPS resource can be helpful: https://caps.tamu.edu/concern-for-a-student/

Safety Resources

Campus

Name	Number	Address
University Police (Non-Emergency)	979-845-2345	upd.tamu.edu
University Police (Emergency)	911	1111 Research Parkway College Station, TX
Counseling and Psychological Services	979.845.4427	471 Houston St (Student Services Building, 4th floor)
TAMU HelpLine	979-845-2700	Student Services Building (4th Floor)
Student Health Services (Beutel)	(979) 458-8310	311 Houston St (across from All Faiths Chapel)
STUDENT BEHAVIOR: Offices of the Dean of	979-845-3111	Student Services Building lding

Student Life		#15
STAFF BEHAVIOR: Human Resources	979-845-3711	1255 TAMU (General Services)
FACULTY BEHAVIOR: Dean of Faculties	979-845-4274	1126 TAMU (YMCA 108)

Local

Name	Number	Address
MHMR Of Brazos Valley	979-822-6467 888-522-8262 (24 hr emergency)	P.O. Box 4588 Bryan, TX
St. Joseph Regional Health Center	979-776-3777	2801 Franciscan Dr. Bryan, TX
College Station Medical Center	979-764-5100	1604 Rock Prairie College Station, TX
Baylor / Scott And White Hospital	979-207-0100	700 Scott and White Drive College Station
Brazos County Family Violence Unit	979-361-4300 (restraining orders)	County of Brazos 300 E 26th Street Bryan, TX
Brazos County Sheriff	979-361-4100	1700 Hwy 21 W. Bryan, TX
Phoebe's Home	979-775-5355	2505 S College Ave Bryan, TX
Rape Crisis Center	979-731-1000	P.O. Box 3082 Bryan, TX
Bryan/College Station Police	911 (indicate psychological emergency)	800 Krenek Tap Rd. College Station, TX

State/National

Child Abuse Hotline	800-252-5400 (24-hour)	

National Suicide Prevention Lifeline	800-273-8255 800-784-2433	

For medical emergencies

Call 911 from a campus phone, or 911 from an off-campus phone or a cell phone. If a student is feeling ill, advise student to set up an appointment online or by phone at Student Health Services, A.P. Beutel Health Center.

For Mental Health Emergencies

When urgent, emergency, or crisis health situations occur with SPSY students, the SPSY Program Faculty must initiate the following steps immediately:

1. Determine the student's needs.
2. Program faculty may consider collaboratively determining the appropriate level of intervention (e.g., more frequent contact, referral to Counseling & Psychological Services (CAPS) or other outside agency)
3. Discuss the referral with the student and why program faculty suggest the referral.
4. Initiate contact with the agency if the student agrees or is in a state where they are unable to do so.
5. Make sure the student and the referral agency connect with each other.
6. Follow-up the student afterward

Immediately after handling an urgent/emergency situation (either by phone or in-person), program faculty will document crisis event. Faculty may coordinate with Peggy Brigman (EPSY Academic Advisor) to maintain confidentiality of records.

Intervening with a student who shows behaviors or make statements indicating a danger to self or others

1. Determine whether or not the student is a danger to themselves or others. If you think they are a danger to themselves, but that the danger is not severe or immediate, consider alternatives. For example, if the student has no immediate plan of action, or says they do not think that they will kill themselves, but cannot stop thinking about it, utilize the intervention procedures outlined in the TAMU QPR gatekeeper training. Gatekeeper training is available to all faculty, staff, and students at TAMU.
2. FERPA will dictate the appropriateness of sharing confidential and protected health information.

Therefore, when deemed appropriate faculty may consider engaging in all or some of the following:

- Document steps to intervene or support and maintain confidentially.
- Inform the students advisor/chair to develop a follow-up plan.
- If the advisor/chair is the person engaged in the gatekeeper intervention, consider informing another faculty member (e.g., co-chair or required practicum supervisor).consider conferring about the situation at the SPSY
- Faculty Executive meeting depending on the circumstances, especially if behaviors of concern escalate.

3. If the faculty member does not feel comfortable engaging in the gatekeeper inquiries or the nature of the responses from the inquiry is concerning, the faculty member can walk with the student to Counseling & Psychological Services, or: Refer the student to the office location or online for an appointment at caps.tamu.edu. Emergency walk-in accommodations are available Monday-Friday 9 a.m. to 4 p.m.
4. For behavior that is concerning and should be brought to the attention of the Special Situations Team, you may fill out a report at tellsomebody.tamu.edu. For URGENT but NON-CRISIS situations during working hours, walk the student to CAPS. After working hours, call the HelpLine at (979) 845-2700.
5. If you decide that the student should go to an emergency department and they agree, then you need to inform the student of what will happen. Hopefully the student will voluntarily admit themselves to the emergency department. If not, call local or campus police. For mental health emergencies, **state that you are seeking help due to a mental health emergency**, and request to have the person transported to an emergency department. Provide emergency department staff (e.g., ask for the charge nurse) with your description of the situation. If the student declines emergency care, contact CAPS or the HelpLine for recommendations. Again, document and report concerns per university rules.
6. If faculty anticipate that a student (or facaulty/staff member) may be a danger to self or others during an in-person interaction, those concerned may consider reaching out to campus police for assistance (e.g., having a plain clothes officer available outside of the meeting room).
7. If faculty engages in concerning behaviors, Dean of Faculties | (979) 845-4274 or tellsomebody.tamu.edu or resources for additional support.
8. Faculty who engage in risk inquiries or interventions are not considered the student's or faulty member's mental health provider and are not obligated to be available at all times to engage in these tasks. It is up to individual faculty members to engage in their ethical obligations per APA and NASP to ensure the safety of students and others if they are made aware of a safety concern.

Emergency Phone Calls from Another Student Regarding the Well-Being of a Different Student

If faculty receives a phone call or messaging regarding an emergency of a different student in the program, this situation is the most difficult because there are many unknowns. Obviously, a faculty member should try to obtain as much information as possible which would include the following:

- What is the person's name and location?
- Try to get specific (addresses) or general (outdoors) information.
- What is the person's phone number?
- Has the person called any MHMR Emergency Services?
- Has the person had contact with any other agencies?

If faculty are able to determine where the person is located, then faculty can call the sheriff or police. Ask for another faculty member or supervisor to assist you in making additional phone calls while you keep the person on the phone. If you are alone, you may have to put the person on hold so that you can make another phone call. You should try to get as much information before doing this in case the person hangs up. If your efforts fail, try to convince the person to go to an emergency department. You should also give the person names of agencies that he/she/they can call. Document any communication and maintain confidentiality of records.

Zoom Meeting Session Checklists:

The most important tasks are listed below:

1. Ensure FERPA compliant for Zoom. Ensure there is a waiting room and have to log in prior to accessing the meeting.
2. Turn off all notifications on your computer to reduce distractions and ask the student to do the same.
3. Faculty and students should obtain permission if zoom sessions are recorded.
4. Check to see where students are located in the event support is required. In the event immediate support is needed, faculty will identify potential available resources in the surrounding area.
5. Provide emergency/crisis resources that the students may utilize, including local, state and national resources.
6. Should technical difficulties arise during the zoom session, program faculty will provide alternative means of communication (e.g., phone, email).

Harassment, Discrimination, and Sexual Misconduct
When alleged or suspected discrimination, sexual harassment or retaliation is experienced or observed by or made known to an employee (faculty and student employees), the employee is responsible for reporting all information. View TAMU systems regulations for consequences. Failure to report violates Texas state law. Employees should not wait to report conduct until it becomes severe, pervasive, or persistent harassment. Report on-campus cases to the Department of Civil Rights and Equity Investigations at civilrights@tamu.edu| 979.458.8407

REPORTING ONLINE & ANONYMOUS REPORTING
To report concerning behavior, including harassment and discrimination, you may fill out a form at tellsomebody.tamu.edu. The Department of Civil Rights and Equity Investigations reviews reports to determine appropriate action.

REPORTING INCIDENTS OF HATE/BIAS
Individuals may use the online report form found at stophate.tamu.edu to report hate/bias incidents.

SPSY Division

Field Experiences

Practica/Field Experience/Externship

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

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

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

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

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

Additional elective experiences should be discussed with the student's Chair and may include appropriate faculty supervision in addition to any on-site supervision. As with required field experiences/practica, elective field experiences/practica/externships need to be sequential and build upon skills already mastered. For any elective practica/externship, the student will need to provide a clear statement of the goals and objectives for the field experience. Field experiences/externships must be conducted in settings that are clearly committed to training and provide a range of experiences, including experience and training in empirically supported procedures. Additionally, for elective externships, it is expected that on-site supervision is provided by a licensed psychologist for non-school sites and for a doctoral level LSSP to provide supervision for school-based sites. Student's Advisory Chair/Co-Chair who is in the SPSY program will serve as the University site supervisor for all elective practicum. The university supervisor is also available should the student have concerns with the practice of psychology at a setting. Elective practicum experiences must be approved by the student's Advisory Chair/Co-Chair who is in the SPSY program. For those students choosing to do a BCBA practicum, that experience requires supervision by someone with the BCBA, and is taken through SPED. There is no supervision by a psychologist and those hours are additional to what is otherwise required; students should document the extent to which they have access to a licensed psychologist for consultation in order to count these hours as face-to-face hours for internship applications.

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

Site of Field Experience

While training may occur either on or off campus, selection of a particular site shall be made in view of the particular skill(s) to be acquired in conjunction with the student's Advisory Committee Chair. For example, a field experience in the psychological testing of

children could be offered in a setting such as a school district, psychological clinic, or developmental/child study center. The tasks required of the student in the field setting should be clearly related to the skill to be acquired, with appropriate supervision. Additionally, sites are chosen to ensure a relationship between working professionals and the faculty of the training program, as well as to provide adequate supervision of the student by faculty and other supervisory personnel. For all field experiences, there must be an identified on-site supervisor as well as a University-based supervisor; there also must be a contract on file between the Department/TAMU and the site. Please see the elective practicum directory.

Specific Required Field Based Experiences

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

Course	When Typically Taken	Nature of Experience	Hours Accrued
SPSY 643 (Academic Assessment and Intervention)	Fall, Year 1	Standardized, curriculum-based, and informal assessment, academic interventions	Variable
SPSY 642 (Behavioral Assessment and Intervention)	Spring, Year 1	Behavioral assessment, single-case experimental designs, functional behavior analysis, behavioral interventions (BIP)	Variable
SPSY 683 (Field Based Experience in Child Therapy)	Fall/Spring or Spring/ Summer, Year 2	Child and adolescent psychotherapy (individual); parent training	Approximately 35- 50 hours each of the two semesters
SPSY 614 (Integrated Assessment Practicum)	Spring, Year 2	Supervised experience in the completion of three or more full psychoeducational/psychol	Variable, may be repeated for additional credit; at least

		ogical evaluations from intake to feedback	3 cases are assigned to each Student
SPSY 628 (Consultation)	Fall, Year 2	Mock or actual teacher consultation depending on availability	Variable
SPSY 683 (Field Experience in School Psychology)	Fall and Spring, Year 3	Provision of school psychological services, including assessment, direct intervention, and consultation (individual & system-focused) in a school setting	300 hours each semester for a total of 600 school based hours (1/2 time placement) to minimally meet the requirements of NASP and NCSP

School Based Externship (Third Year) Field Experience. This is a two-semester (Fall- Spring) field based placement/school internship that is required of all students (6 credits each semester). Those students who have previous school base internship in school psychology experience (i.e., already completed school –based internship in previous graduate program) can request that they be allowed to complete a semester in an alternate setting. Assignment to schools for this field experience is based on a combination of factors including district and field supervisor availability, student interests, and prior experiences made at the discretion of the University site supervisor for school -base externships. If an adjunct is the university site supervisor, assignments will be made by SPSY faculty A student may request permission from their Chair and the faculty to apply to an approved school district outside of the Bryan- College Station area that has an established partnership with the SPSY Program (e.g., Katy ISD, Northside ISD). In addition, special approval will be needed by their chair and the faculty to engage in a school-based field experience at a private school. The setting must provide psychological services activities that are comparable to a public school, including special education evaluations and procedures (e.g., aid in developing IEPs, BIPs, and PLAAFPs). Attending this externship

at a school district with no history of a memorandum of understanding (MOU) or other partnership will require an appeal outlining the outstanding circumstances in addition to approval by the faculty. Supervisors must have the appropriate license/certification for the setting and a doctoral-level supervisor is preferred. Students are expected to engage in a range of experiences – assessment, individual and group counseling, consultation, crisis intervention, provision of teacher in-service or other intervention at a systems level, and/or parent training.

For eligibility to apply and participate in a school-based externship at an approved location outside of Bryan-College Station the following requirements must be met:

- Student must have a doctoral degree plan on file that has been approved by all members of their doctoral committee, the Department Head, SEHD Dean, and OGAPS;
    - Students must have no more than one required course per semester remaining on degree plan (e.g., 2 required courses left)
- Student must be in good academic standing, as defined by the Graduate College and the program (3.0 or higher);
- Students may not have more than 1 incident reports in the CAC.
- Students are not eligible to apply for an approved school base externship outside of Bryan-College Station if they are required to repeat SPSY 614 (Integrated Assessment) or SPSY 683 (Therapy Practicum courses)
- As documented by the Annual Review process:
    - Student meets program standards for discipline specific knowledge;
    - Student demonstrates professional competencies sufficient for engaging in practicum activities;
    - Satisfactory ratings on annual reviews
    - No concerns raised related on Professional Wide Competencies or other document reports
- Student must demonstrate adequate research progress;
    - May include clearly identified research questions and participation on a research team
- If the student has an LSSP or completed an externship for SSP program, they cannot apply to a district where they previously worked.

If the student meets the requirements to participate in a school based externship at an alternate setting, the student must complete the following procedures:

- Follow the process for developing an elective practicum experience outlined above or in

the practicum directory document

- Obtain approval from Chair to engage in an externship at an alternative location due to extenuating circumstances or other reasonable justification;
    - Express interest to your Chair by submitting a paper outlining/demonstrating how the externship training will support professional goals and development
- Obtain approval by the University school based externship supervisor;
- In addition to reviewing academic and clinical progress, the chair will submit a statement to faculty supporting the student has met adequate progress in the area of research;
- If approved, apply for externship by April 15th of the corresponding academic year.

If the student is accepted to a school-based externship at an alternate setting, in addition to the site's requirements, the student, advisor, and University supervisor must meet the following expectations:

- Student will establish a mentoring plan with Chair to include regularly scheduled meetings to ensure that the student is making adequate progress in the area of research and in relation to their dissertation;
- Student will attend weekly group supervision meetings on campus with the University supervisor;
- The University supervisor will engage in site visits on a semesterly basis;
- Obtain practicum evaluations from site supervisor on a semesterly basis;
- Ensure "live" supervision including video streaming or audio recording will be provided at least once per semester by an appropriately credentialed supervisor (LSSP in schools).
- Engage in regular research, academic, and clinical progress reviews.

Please note: Final decisions of alternate school location placement for school-based externships are made at the discretion of the University supervisor for school based externships.

As noted in the previous table, it is estimated that students will obtain 300 hours of field experience per semester – that is roughly 20 hours per week for 15+ weeks. Students should plan their other commitments (work, classes) to allow sufficient time for the field experience. Students should be aware that they are expected to begin the placement before the beginning of the semester and beyond the end of the semester (public schools are still in session), but should note that they cannot start their externship until the MOU for the school site has been established and approved by TAMU and the school site. **Students who do not accumulate 600 hours of school-based experience (hours**

documented on file) will NOT be approved to apply for internship to a non-school setting.

Other Experiences

Students who elect to take Bilingual Assessment (SPSY 657) or Autism Assessment (SPSY 683 Field Experience in Autism Assessment) participate in a field based component as well. Most students elect to take additional field based experiences. Students in a variety of field placements register for SPSY 683 (Field-Based Experiences); this must be initiated by the student with University based supervision and approval by the student's Chair, as well as a field-based supervisor. Field experiences are not limited to clinical experience, but also may include field based research. This course can be repeated for credit; but **only 30 credits** can be included on the doctoral degree plan. A complete list of sites that have been used for elective field experience in past years can be found on the School Psychology Division organization page.

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

Supervision of the Field Experience

Supervision of all field experiences is provided by faculty with demonstrated expertise in the appropriate skill and content area(s), and who are credentialed for the setting. When appropriate, on-site supervision can be undertaken by field-based supervisors working in conjunction with the primary University supervisor; however, the final responsibility for adequate supervision, with attention to the need for sufficient supervisory time, lies with the University supervisor. Supervision is usually provided both individually and in groups, with additional supervision as needed. For all field experiences/practica/externships, "live" supervision including video streaming or audio recording will be provided at least once per semester by an appropriately credentialed

supervisor (LSSP in schools, LPC or LP in other settings). Please ensure that for any video or audio-recording, appropriate consent for same is provided in writing. All supervision for CAC cases is conducted in that location (CAC/CHC or CAC-Milner) by TAMU faculty. At various times, additional supervision will be provided by advanced students enrolled in an advanced supervision course in conjunction with the program faculty member. For most school settings, the on-site supervisor is credentialed for school-based practice but is not licensed as a psychologist. University based supervision is most often by a faculty member licensed as a psychologist; even when that is not the case, students always have access to faculty licensed as a psychologist.

Evaluation of the Field Experience

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

All practicum experiences are evaluated with regard to Profession Wide Competencies (PWC). For external experiences, the on-site personnel/supervisors will be asked to complete an evaluation form for all students. This evaluation form is available on the website, and in this handbook. Faculty providing supervision also may complete this form. As part of formative program evaluation, students are asked to provide information on various field experiences to inform faculty regarding the quality of their experiences each semester.

Legal-Ethical Considerations of the Field Experience

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

The laws and regulations (e.g., HIPAA, IDEIA 2004, FERPA, etc.) pertinent to each setting must be followed in that setting. Students should remember that at all times they are professionals and must behave with honesty and integrity, professional deportment,

and adhere to program, departmental, college, University, and APA and NASP ethical standards.

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

In addition, for practica/field-based experiences, appropriate attire and deportment, consistent with that of other professionals in the same setting is required and adherence to the specific policies and procedures (unless there is an ethical or legal issue involved therein) of that setting is expected. While this may vary from site to site, generally it is best to err on the side of dressing conservatively. **As professionals-in-training, all students are required to carry liability insurance.** A copy of the cover page for the insurance needs to be on file with the Academic Advisor's office by the end of Fall semester of the first year and renewed annually.

Research Information

Program and Department Research Expectations

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

When to complete the Dissertation Requirement

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

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

The proposal and preliminary examinations must be completed prior to October 1st of the fourth year or the year in which the student is applying for internship, with the components provided to all committee members no less than two (2) weeks prior to the meeting. This ensures that students meet internship site requirements and fewer students are "all but dissertation" (ABD) for a prolonged time following the internship.

This also facilitates employment or obtaining a post-doctoral fellowship at the completion of the internship. All students need to work with their Chair and the Academic Advising Office regarding how to schedule the final defense. By EPSY policy, the final dissertation must be sent to committee members four (4) weeks in advance of the defense. Both proposal and dissertation defense meetings are open and students are encouraged to attend; these are posted outside the main office and will be announced via the student listserv. Additional regulations regarding timelines for graduation are outlined in the graduate catalog.

Graduate Student Research and Presentation Grant Program

The Graduate Student Research and Presentation Grant Program is supported by funds provided to the Office of Graduate and Professional Studies (OGAPS) by the Association of Former Students.

The primary purpose of the program is to support graduate student research; a secondary purpose is to help defray the travel expenses of students attending professional meetings to present papers. Guidelines for the program, types and amounts of awards available, eligibility, and submission deadlines can be found on OGAPS site: https://grad.tamu.edu/funding-your-education/travel-awards **Please note that both your Chair and the Department Head will need to sign off on your award applications through an online portal.**

To prevent delays in the approval of your application for routing to OGAPS:

1. Have a conversation with your chair/advisor before applying for this award to determine if he/she has funding to support your travel. The application portal requires that the Chair confirm that he/she and the department do not have funds to support your travel.
2. When you enter the system, designate your temporary advisor or doctoral Chair as your Chair. The Department Head will have to sign off on your application after our chair approves.
3. In the event, you cannot designate your advisor as your chair in the system then the Division Coordinator, Dr. Hajovsky will be designated as your chair. For the Division Coordinator to approve your application you will need to submit the following information in addition to your online application to the Division Coordinator at least 3 days prior to the deadline in a single PDF:
    a) title of research presentation, conference name, and purpose of presentation (no more than a paragraph)
    b) email correspondence between your advisor and the Departmental Accountant, Angela Welch, confirming that your advisor does not have funding to support your research travel nor does the department
    c) email from your advisor approving for you to present the stated research at the conference listed

Research Involving Human Subjects

Anyone intending to do research with human subjects needs to be familiar with the policies regarding such research. The following information is provided for your benefit. The Department of Health and Human Services has officially accepted a Letter of Assurance that became effective on January 1, 1984, concerning the procedures to be used by Texas A&M University and Texas A&M University System approving research on human subjects. This assurance requires that **ALL RESEARCH INVOLVING**

HUMAN SUBJECTS BE REVIEWED BY THE INSTITUTIONAL REVIEW BOARD (IRB) OF TEXAS A&M REGARDLESS OF FUNDING STATUS. The Letter of Assurance associated with any grant or foundation funding requires that the procedures used in approving research on human subjects be carefully documented. Toward that end, forms have been prepared that must be submitted to the Institutional Review Board (IRB when research on human subjects is being proposed (http://researchcompliance.tamu.edu). The need for IRB oversight includes the use of existing data sets (may be designated as Exempt) and studies that meet requirements for Expedited Review.

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

Doctoral Internship Guidelines Program Philosophy and Goals

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

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

a. determination at annual review in Spring that the student has the requisite professional competencies for internship;

b. successfully passing written and oral comprehensive examinations (preliminary examinations, including the PRAXIS II, the Advanced Psychology GRE and any other requirements of the student's Advisory Committee); and
c. successfully completing (passing) the dissertation proposal.

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

Approval of Internship Programs

Approved internship programs are those accredited by the American Psychological Association (APA) Commission on Accreditation and are members of APPIC. These programs meet the requirements specified in the Psychologists' Licensing Act and Rules and Regulations of the Texas State Board of Examiners of Psychologists and all other states. Students completing such an internship, as well as other training and experience requirements, can expect to be eligible for licensure as a psychologist, although some states (e.g., California) have additional requirements. Obtaining all documentation and checking state requirements are the responsibility of the student. Students wishing to seek a non-APA accredited internship, even if APPIC member, will need to petition the program faculty with the rationale and will need to provide sufficient information related to the Commission on Accreditation and Council of Directors of School Psychology Programs requirements for non-accredited sites in advance (Oct. 1 if including APPIC site in Match; May 15th prior to internship if not part of the Match) or the request will not be approved.

Students wishing to obtain certification as a Health Service Provider in Texas and listing in the National Register of Health Service Providers in Psychology http://www.nationalregister.org/ should refer to the guidelines adopted by the Council for the National Register of Health Service Providers in Psychology. There are a number of advantages to being listed with the National Register, including mobility of licensure and facilitation of third-party payments. The National Register adopts the internship criteria of APA/CoA. All APA accredited internships are calendar year (12 month) experiences and are designed to meet the criteria for licensure in most states. See the APPIC web site for regulations and information regarding APA/APPIC member sites http://www.appic.org/.

Students cannot graduate until they have fulfilled the internship contract even if they have defended their dissertation in advance and met all other requirements for graduation.

Non-School Internships

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

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

General Internship Information

For accredited internship sites, the contract with APPIC is sufficient and no additional contract is required. Interns should register for internship hours each semester during which they are completing their internship. In effect, if the internship starts in July, you must be enrolled in Internship as of July. A typical registration sequence is 1 hour in the Fall, Spring, and Summer, but it needs to match the start and end dates of the internship. As noted elsewhere, if the internship does not end (and evaluation is not received) prior to

the start of the Fall semester, even if the dissertation is completed and defended, the student has not completed internship. They will be allowed to walk in August, but their degree will not be conferred until the next graduation in December.

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

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

Timelines and Additional Requirements

During the Spring semester of the year prior to applying for internship, students must notify the Director of Training of their intent to seek an internship and be approved by the program faculty at the time of the annual review prior to application (April; see p. 46-48, 68-72) to do so. To be approved to seek an internship, all of the following conditions must be met:

a) Students must have a doctoral degree plan on file that has been approved by all members of the committee, the Department Head, SEHD Dean, and OGAPS;
b) Student must be in good academic standing, as defined by the Graduate College and the program (3.0 or higher);
c) Student meets program standards for discipline specific knowledge;
d) Student demonstrates professional competencies sufficient for engaging in internship activities;
e) Student has completed residency requirements (see Graduate Catalog, http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree- requirements/#Residency);
f) Student has participated in pre-proposal presentations in the Spring semester (or previously) or has already successfully completed the proposal and preliminary examination process.

For the Fall of the year of application (or earlier), students must register for the 1 credit internship seminar (EPSY 682) and for either Summer, Fall or Spring, SPSY 683 Supervision if not already completed. By October 1 of that year, students applying for internship will need to have completed all components of the written and oral preliminary examinations and have successfully proposed their dissertation by Oct. 1. A student must have completed all but one didactic course on their degree plan by the end of the semester in which they propose per OGAPS requirements.

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

Organizations

Educational Psychology Student Organization (EPSO)

All graduate students in the Department of Educational Psychology are eligible for membership in EPSO. EPSO members meet and learn from other graduate students in the Department of Educational Psychology (i.e. students from Counseling Psychology, Learning Sciences, Research-Measurement-Statistics, Special Education, Bilingual/ESL, and School Psychology). **Membership in EPSO is $10 per semester for in person students and $5 per semester for distance students.** In past years, EPSO has sponsored a series of workshops and seminars, trips to conferences, several faculty-student socials, and numerous student parties. EPSO provides its members additional assistance in submitting conference reimbursement paperwork, and networking both in and out of the department, as well as reinforcing students' learning experiences during their graduate studies. The Department has funds set aside to assist students in conference travel. Students presenting at conferences can request reimbursement of allowable expenses the semester before they plan to travel., EPSO is on Facebook!

Each year the School Psychology students will nominate and elect a School Psychology representative from each cohort to represent his/her peers at program faculty meetings. The role of the representatives is to serve as the liaison between SPSY faculty and students. The program representatives attend program faculty

meetings and bring up any student concerns or questions that have been brought to his/her attention by students. The representatives also seek out concerns or questions to be addressed in the Town Hall Meetings held once per semester. The cohort representatives also have the responsibility to summarize the issues and policies discussed by faculty following each meeting, and to solicit from students any concerns. The student representative communicates via the current student listserv. The program representatives are also actively involved in the organization of the potential student interview and reception, which generally takes place at the beginning of February – this is the most time-intensive aspect of the position.

Student Affiliates of School Psychology (SASP).

Division 16 is the APA division specific to School Psychology and has a student group - the Student Affiliates of School Psychology (SASP; on Facebook). The purpose of the Texas A&M University Student Affiliates of School Psychology (TAMU SASP) is to connect school psychology graduate students at Texas A&M University with one another as they prepare for a lifetime commitment of advocating for children and their families. SASP is subject to all regulations of TAMU Student Activities (StuAct). Dr. Sara Castro-Olivo serves as the faculty advisor. The TAMU chapter of SASP is part of the national SASP. SASP has many activities and opportunities available for doctoral students.

The Black Graduate Student Association (BGSA) serves as a voice for African American Graduate Students on this campus. African American professionals in the community provide a unique perspective that is greatly needed if we plan to create and maintain an environment in which we can flourish in all aspects of our lives.

The Hispanic/Latino Graduate Student Association (HLGSA) is an educational organization committed to the recruitment and retention, and academic/professional development of Hispanic/Latino/a graduate students, as well as to the solicitation of support to foster a nurturing environment for Latino/a graduate students at Texas A&M.

LGBTQA Graduate Group of Texas A&M serves to provide an environment for the LGBTQA graduate students of Texas A&M University to meet socially; to serve the local, national, international, and Texas A&M communities through acts of community service, fundraising, raising public awareness of social causes, and promoting the core values of Texas A&M University while assisting LGBTQA graduate students.

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

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

Professional Organizations

Students are encouraged to hold memberships in any of the following organizations.

American Psychological Association (APA)

Student affiliate membership in APA is available for nominal cost. Many students take advantage of this opportunity. Student affiliates receive the Monitor and may receive the American Psychologist at reduced cost. Personal liability insurance at reasonable costs is available through this organization. Students are encouraged to become student members of the Division of School Psychology of the APA (Division 16). APA Division 16 is on Facebook https://www.facebook.com/apadivision16/ and on Twitter (@apadivision16). As noted above, SASP is the student group associated with APA.

There are also other divisions of APA that may be of interest including Div. 37: Children, Youth, and Families; Div. 40: Society for Clinical Neuropsychology; Div. 45: Society for the Psychological Study of Ethnic Minority Issues; Div. 54: Society of Pediatric Psychology; Div. 55: Clinical Child and Adolescent Psychology. Students also can be a member of APAGS, the Graduate Student group associated with APA https://www.facebook.com/APAGradStudents/. Texas Psychological Association (TPA).

Many students and faculty are members and/or participate in TPA. TPA membership provides a subscription to The Texas Psychologist. TPA holds an annual convention and other meetings during the year.

National Association of School Psychologists (NASP)

A number of students are members of and have presented at NASP. Their journal (School Psychology Review) and conference accept both conceptual and research oriented material. It is an opportunity for dissemination of the research being conducted in the program and find out what the issues are in the field. NASP has a student leadership group and one student is designated as the representative for the program. Students interested in serving as the incoming NASP Student Leader notified the Division Coordinator of their interest. All students will have the opportunity to vote for the incoming person. The NASP Student Leader is responsible for sharing information from the NASP leadership that applies to students and National School Psychology Week November of each year (https://www.nasponline.org/research-and-policy/advocacy/school-psychology-awareness-week-(spaw). Each year at NASP, TAMU students, faculty and graduates get together for networking.

Texas Association of School Psychologists (TASP)

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

International School Psychology Association (ISPA)

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

Other organizations that students may want to join include AERA (American Educational Research Association), CEC (Council on Exceptional Children), AABT (American Association of Behavior Therapy), SRCD (Society for Research in Child Development), SRA (Society for Research on Adolescence), SPP (Society for Pediatric Psychology), APS (Association for Psychological Science), and NAN (National Academy of Neuropsychologists) and many others.

Students are encouraged to present at any professional conferences. You will receive additional information on these and other professional organizations from your advisor/Chair, other faculty, and as part of SPSY 611. Announcements of submission

information, as well as the conferences, also usually are posted on the student listserv as they are received. A listing of conferences is included at the back of this handbook (p. 106), but always check future dates for accuracy as there may be changes.

Resources: Facilities and Services Departmental Facilities

The Department of Educational Psychology is housed on the sixth, seventh floor and parts of the fourth and first floor of the Harrington Education Center Tower (EDCT). The **Educational Research and Evaluation Laboratory (EREL)** is found on the seventh floor. This facility is designed to assist faculty and students in research design, statistics, and computer operations. In addition to expert consultation, computer terminals and word processing capabilities are readily available.

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

An extensive test library at the CAC-Milner location affords students the opportunity to become acquainted with a wide variety of testing materials. The CAC-Milner is used for practica experience in assessment. Because the CAC/CHC and CAC-Milner provide services to the public, they are considered a clinical setting and **appropriate professional attire is required when working at either location even if you are not directly providing client services**.

Clerical Support

General and Communication. The University, the Department, and the Program each have listservs that are used to maintain communication and provide information on various on-campus activities. The University, the College and the SPSY Program have Facebook accounts to share accomplishments and other news. All students are provided with email accounts. In addition, Code Maroon is the alert system to alert faculty and staff via text and/or email of any situations of concern on campus or in the immediate area.

All offices, including those of GAs, have computers with standard programs, and printers and/or the capacity to print to a shared printer. For students who do not have a GA-ship, they can request a study room at Evans Library – these are limited, and usually reserved for advanced students. All classrooms at this point have symposium with capability for projection from multiple media. On-line support is available for all classes

via a Learning Management Software (LMS) supported by the University, the extent to which these are used varies by instructor. Finally, Student Computing Services is a large complex housing computer, a range of printing capabilities, and sufficient staff to provide hands-on, one-to-one assistance to faculty or students.

Within the Department, there is an Administrative Assistant to the Department Head (**Cathy Watson**) and four additional staff. Two of the staff are dedicated to financial matters (**Angela Welch, Sharon Wilson, Teresa Roberts**). Ms. Welch may assist students in completing paperwork for any assistantships or hourly work, and may be of assistance should there be problems with financial aid. Ms. Roberts is predominantly involved in the provision of supplies, including supplies of faculty and GA offices, as well as both CAC locations. The third staff member is the program advisor who is responsible for the Academic Advising Office, as well as assisting with scheduling, book orders, and course evaluations; and they are assisted by the fourth staff member (position to be filled) in meeting the needs of faculty and students across EPSY. The Academic Advising Office assists with the application process, registration, processing of forms for OGAPS (i.e., degree plans), and assistance in preparation for internship applications (i.e., with transcript requests). The Academic Advising Office is charged with maintenance of student records, which are protected under FERPA. The Academic Advising office can help with other aspects of TAMU procedures as well.

Research Support. Clerical support **for research activities** within EPSY includes a range of services, including software and technology support through the Technology Office (4th floor) and the EREL for faculty, students, and staff (7th floor). Referencing software (EndNote, and others) is available to students at no cost through the University; other major software products are available at a significantly reduced cost.

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

Practice Related. Additional clerical support is provided for students and supervisors working in the clinic, with 50% of GA time devoted to assisting and instructing students in the form and format of records, chart notes, and reports. The clinic supports also include mailing and faxing of forms and keeping track of appointments. The CAC-Milner maintains current versions of major assessment tools

and these can be checked out by students for coursework as well as for field experiences. For students in assessment classes, clerical support is provided with regard to scoring; the GA for the test library will provide assistance in checking in and out assessment kits; however, they do not engage in training. CAC Service Coordinators provide support for the use of Titanium and chart completion. University supervisors are available to students with emergency (on-call) procedures in place.

Financial Assistance

The Department of Educational Psychology annually provides assistance for 20-30 doctoral students through appointments to graduate assistant teaching, graduate assistant non-teaching, and lecturer positions. Additionally, a number of students are able to locate assistantships in other departments and agencies on campus. Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to advise the Academic Advising office if they are looking for an assistantship. Possible jobs and GA-ships are posted through the EPSY weekly newsletter by the Academic Advising Office.

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

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

Short Term Loans

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

Emergency Tuition and Required Fees Loan Program

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

Little Loans

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

Installment Plan

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

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

TAMU Facilities

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

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

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

Students, faculty and staff can also access national and international bibliographic databases at a nominal cost through the "do-it-yourself" computerized searching service offered by the Reference Division. A Learning Resource Department (LRD) located on the sixth floor has more than 150 microcomputers with several printers that are available to students for class and research-related use.

Audio visual materials and equipment also are available in this department. Students also make use of the Medical School library (across Wellborn Rd.) and the U.T. Austin Library.

University Student Services

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

The Memorial Student Center (MSC) which combines a beautiful facility and a wide variety of services and programs intended to meet the cultural, social and recreational needs of the university community. This facility includes meeting rooms, printing center, the central ticket office, lounges, a cafeteria and snack bar, bookstore, a music listening room, bowling lanes and an art gallery. The MSC Council and Directorate is responsible for producing a wide variety of programs, ranging from ballet to leadership conferences, as well as for providing a laboratory for individual growth and development. All students are invited to become involved in MSC programs and to use the facilities and services of the MSC.

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

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

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

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

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

Student Health Services is closed during official University holidays. The outpatient clinic is open from 8:00 a.m. to 5:00 p.m., Monday through Friday. For illness requiring medical attention that occur during hours the clinic is closed, the emergency room of this facility, located on the second floor, remains operable. The Health Center fee entitles the student to clinic visits as needed, most diagnostic examinations, care of illness or accidents, ten days of treatment(s) per semester for cases requiring hospitalization at the university, medications according to pharmacy policy (medications unavailable at the hospital must be purchased by the student), and X-rays and laboratory tests as indicated. The University Health Center does not perform or provide care for major surgery. In these cases, the student selects the hospital and surgeon and assumes financial responsibility for surgical or medical procedures.

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

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

Career Planning and Placement Center

The University feels a definite responsibility to provide all possible assistance to its graduates in pursuing suitable professional career opportunities. The Career Planning and Placement Center is responsible for all placement services in all departments and divisions of the University. It provides a comprehensive on-campus recruiting/interviewing program as well as individual and group counseling services to ensure that Texas A&M University graduates are well informed, prepared for the job search and availed of every opportunity to choose from professional alternatives. The use of the services provided by the Career Planning and Placement Center is limited to students and alumni of Texas A&M University. Seniors and graduate students who wish to use these services should file a record of their qualifications with the Center early in the year during which their university work will be completed. The Center is located on the second floor of the Koldus Building. For more information visit: https://careercenter.tamu.edu

Recreational Facilities

Recreational Sport. Texas A&M University is generally recognized as having one of the best all- around recreational sports programs in the country. For more information visit: https://recsports.tamu.edu/facilities/

Multicultural Services - Division of Student Affairs

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

Computing Centers

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

Evaluation of Student Progress/Annual Review

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

Objective or Competency	**General Area**	**Knowledge Elements**	**Minimum Level of Achievement**
Students will demonstrate knowledge of the historical perspectives and frameworks in psychology	Discipline Specific Knowledge	● Understanding of psychological foundations across fields of psychology; ● Understanding of the foundation and history of SPSY	● Advanced Psychology GRE ● Praxis II School Psychology ● Grades in SPSY 611, SPSY 610, and all core SPSY courses ● Annual faculty- and self-evaluation

Students will demonstrate knowledge and understanding of basic content areas as they impact on professional practice	Discipline Specific Knowledge	• Understanding of affective, biological, cognitive, developmental, and social influences on behavior of self and others	• Advanced Psychology GRE • Grades in SPSY 611, EPSY 647, EPSY 621EPSY 634; consideration of ABCDS in case conceptualization in SPSY 612, 614, 617 and all field experiences • Annual faculty- and self-evaluation
Students will demonstrate advanced integrative knowledge in scientific psychology	Discipline Specific Knowledge	• Integration of two or more of affective, behavioral, cognitive, developmental, and social aspects in case conceptualization • Integration specific to research methods (strengths, limitations, interpretation); • Ability to engage in critical thinking; • Ability to conceptualize and engage in independent research	• Grades and consideration of ABCDS in case conceptualization in SPSY 612, 614, 617 and all field experiences; supervisor evaluations in field experiences • Research activities as documented in portfolio, presentation, publication • Annual faculty- and self-evaluation • Grades in EPSY 640-641 (Experimental Design in Education); EPSY 625 (Measurement); SPSY 612, 617, 643 (Psychometrics); grade in additional research course • Research activities as documented in portfolio, presentation, publication • Annual faculty- and self-evaluation

Profession-Wide Competencies

Research (i): Students will demonstrate independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base;

engage in and conduct research; critically evaluate and disseminate research via publication and presentation.

- Completion of CITI training
- Active involvement each year in a faculty led research project as indicated on faculty rating and student self-rating form
- Students must earn a B or better in EPSY 640, 641, 622 and one additional research course or retake the course
- At least 1 presentation and 1 submitted publication prior to graduation
- Successful completion of the proposal prior to internship and of the dissertation project prior to degree conferral

Ethical and legal standards (ii): Students will demonstrate knowledge, understanding, and application of ethical and legal standards in accord with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Students will be knowledgeable of relevant laws, regulations, and policies specific to school-based practice and organization of schools. Students will recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas; conduct self in an ethical manner in all professional activities;

- Grade of B or better required in SPSY core courses or course is retaken;
- Citi training completed
- Total score on Praxis II at or above that required for NCSP/LSSP
- No "Unsatisfactory" ratings on supervisor(s) evaluations for items indicated as II
- "Meets expectancy" on faculty and self-rating for Ethical and Legal Standards

Individual and cultural diversity (iii). Students will demonstrate knowledge, understanding, and sensitivity to human diversity (age, culture, disability, ethnicity, gender, gender identity, language, national origin, race, religion, sexual orientation, socioeconomic status)

- Grade of B or better required in SPSY core courses including EPSY 605 or course is retaken
- Total score on Praxis II at or above that required for NCSP/LSSP
- No "Unsatisfactory" ratings on supervisor(s) evaluations for items indicated as iii
- "Meets expectancy" on faculty and self-rating for
- Individual and Cultural Diversity on annual review form

Students will behave consistent with professional values and attitudes

Profession-wide Competencies: Professional Values and Attitudes

- Demonstrate appropriate deportment, integrity, accountability, commitment to lifelong learning and concern for the welfare of others;
- Engage in self-reflection and take steps to improve performance, well-being, and effectiveness;
- Actively seek and respond to feedback and supervision;
- Respond professionally to complex situations with increasing degrees of independence
- Grades across all SPSY core courses and supervisor evaluations for field experiences
- Annual faculty- and self-evaluation

Students will select, apply, and interpret assessment results along with all other relevant data, using multiple sources and multiple methods

Profession-wide Competencies: Assessment

- Understanding of the need to consider standards of measurement, psychometrics, and empirical literature in selecting assessment methods with consideration of diversity;
- Understanding of the need for relevant data from multiple sources and methods, identifying which are objective and which are subjective;
- Interpreting the results for case conceptualization that considers results as well as other factors that may bias interpretation
- Communicating results accurately and effectively for a range of audiences
- Grades across SPSY 612, 614, 617, 642, 643
- Supervisor evaluations for field experiences
- Written reports (intake, psychological, summary) as well as in research
- Annual faculty- and self-evaluation

Students will demonstrate competence in evidence- based interventions consistent with school psychology practice and the scope of health service psychology

Profession-wide Competencies: Intervention

- Ability to engage and maintain relationships with clients;
- Ability to identify and implement evidence-based intervention plans specific to the client goals;
- Ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking;

- Ability to apply research to clinical decision- making;
- Understanding the need for and the ability to evaluate intervention effectiveness and adaptive goals and methods as informed by progress monitoring
- Understanding how intervention can apply to individuals, families, groups, organizations for academic concerns as well as mental health
- Grades across SPSY 612, 614, 617, 642, 643
- Supervisor evaluations for field experiences
- Written reports (intake, psychological, summary) as well as in research
- Annual faculty- and self-evaluation

Students will demonstrate the ability to consult and collaborate with others in a professional capacity

Profession-wide Competencies: Consultation and Interpersonal/Interdisciplinary Skills

- Understanding of and respect for the roles and perspectives of other professions;
- Understanding of consultation models and practices
- Grade in SPSY 628, 638
- Supervisor evaluations for field experiences
- Annual faculty- and self-evaluation

Students will demonstrate knowledge of the supervision process

Supervision & Teaching

- Knowledge and understanding of supervision models and practices
- Knowledge and understanding of teaching and mentoring
- Reflection paper, supervisor evaluation, and grade in SPSY 683: Field Experience in Supervision
- Class presentations, guest lectures, and conference presentations
- Annual faculty- and self-evaluation

One component of all annual reviews is the **online doctoral student portfolio review**. Each student has an online record, accessed at http://myrecord.cehd.tamu.edu with their University Identification Number (UIN) and password. Each student is to provide information in the "portfolio" section of this record, including a complete and updated curriculum vita, samples of their work, and separate listing of research papers and presentations **by March 1st** of every year; students will be blocked from registration for the summer if they do not update their portfolio by March 1st. Students may wish to complete

their portion of their record with the assistance of their Advisor/Chair in advance of the deadline. Doing this as an on-going activity, rather than waiting until the last minute, is recommended. Faculty members will then complete a portfolio review and provide feedback on the student objectives with a summation by the Advisor or Chair that is shared with the student. In addition, faculty will complete a rating of professional competencies and identify any areas of strength or remediation to guide the student and will assess adequate progress. Students will complete a self- evaluation using the same form (see Appendix, p. 98). **Completion of "myrecord" is a requirement of the SEHD and EPSY – students not completing and verifying will be blocked from registration for Summer courses.**

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

Reviews beginning in the third year will be conducted by the program with specific attention to clinical competencies and determination of readiness for internship if appropriate, as well as progress toward degree completion. Prior to verification of the APPI for internship by the DCT, the program will make a determination as to readiness for internship. Additional reviews related to progress toward degree completion are typically conducted by the student's Advisory Committee with regard to progress toward completion of the dissertation, and coincide with the proposal meeting/preliminary examination, completion of internship, and the final defense. Progress in these areas will be shared with the program faculty by the Chair/co-Chair of the student's committee.

As noted in objectives related to professional and ethical behavior, communication skills, and general competencies outlined above, the program faculty is responsible for evaluating a student's personal characteristics, as well as their academic performance. The student's in-class and out-of-class behavior and relationships that have implications for the student's suitability to be a professional psychologist may be considered by the School Psychology Faculty for evaluative purposes. If the School Psychology faculty have a significant concern regarding a student's progress in the program or suitability to be a professional psychologist, the student is given early notice of these concerns and an opportunity to meet with the School Psychology Faculty to discuss these concerns (see p. 45-49 of this handbook for further information on procedures in the event of concerns).

At any time, there is a concern, a student also may request an opportunity to have his or her performance in the program reviewed by the School Psychology Program faculty see due process on page 66. Both online, and with the written letter of annual review, students can disagree with the conclusions and may request a meeting to discuss any perceived inconsistencies or inaccuracies.

Preliminary Examinations and Dissertation Proposal

While there may be differences in the format and content based on the student's advisory committee, the School Psychology faculty have adopted a policy that **requires all SPSY students to take the Praxis II** (as the licensing exam for the Licensed Specialist in School Psychology as well as the NCSP) with a passing score as needed for the LSSP and the NCSP (**147** until August 23, 2021 or **155** beginning September 1, 2022) as an objective measure of their knowledge specific to the practice of school psychology. In addition, students will need to pass the Advanced psychology GRE with a score greater than 550.

Dissertation format is also at the discretion of the student's committee and may be the more traditional chapter format or may be a series of studies with a literature review and conclusion, all in article format. Format should be determined based on the topic area and research questions to be addressed; it should be a negotiation between the student and his/her Chair, based on the best 'fit' for the research to be undertaken.

Ongoing Program Review

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

Commented [KML1]: Dr. Hajovsky, please see changes.

Commented [KML2]: Updated based on new requirements

Additional Sources of Information for Graduate Students in EPSY

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

Listing of Documents Included in Appendix

- School Psychology Research Experience Expectations for Ph.D. Students
- Annual Evaluation of School Psychology Students (description)
- Annual Evaluation Form
- Practicum Evaluation by Student
- Practicum Evaluation by Supervisor
- Required information for approval of non-accredited sites for internship
- Conference Calendar (2022-23)
- Elective Practicum/Externship Experiences
- Elective Practicum Directory

School Psychology Research Experience Expectations for Ph.D. Students

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

VALUES

Within the School Psychology program, the school psychology faculty believe scientific inquiry (i.e., research) is the most powerful and prominent method for creating new knowledge and testing extant theories. The skills and attitudes of scientific inquiry are also essential to the development and delivery of sound professional services, and directly benefit the clients and constituencies served. Some Ph.D. students will go on to become researchers and teachers, others will go on to become clinicians, administrators, program evaluators. Each professional role requires the skills and attitudes of scientific inquiry.

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

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

EXPECTATIONS

Doctoral programs should be designed to foster, and advisors should ensure that students have continuous involvement in, research from the beginning of the doctoral program. Involvement in ongoing research projects should present the student with a variety of research roles representing increasing levels of expertise and responsibility as the student progresses. Student research involvement should promote the development and integration of the full spectrum of research skills, including: identifying research needs; formulating research questions; developing a sound design; choosing or creating

appropriate procedures and measurement instruments; carrying out procedures, treatments, and interventions with fidelity; collecting, analyzing, and interpreting data; and presenting findings and conclusions cogently in both oral and print forums.

Emphasis should be placed on the development of the spectrum of research skills that have relevance for the student's probable professional activities. Where programmatically applicable, this includes opportunities to develop research skills that can be applied in roles of expert clinician, program administrator, or other practitioner in addition to pure or theoretical research opportunities.

LEARNING OUTCOMES

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

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

RESPONSIBILITIES

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

EVALUATION

Students' research involvement and evolution should be reviewed annually by the student's doctoral committee and/or program committee, which should provide the

student written feedback about his/her progress toward meeting the research expectation. The School Psychology program's expected annual progress benchmarks in the area of research and their annual review process are outlined in this document. Prior to submitting a dissertation proposal, the student must provide evidence of accomplishment as a researcher in all phases of research, from conceptualization to dissemination. Such evidence includes presentations at meetings of professional associations and authorship-level involvement in scholarly publications. This may be documented by coursework, competencies, exams, or program evaluations of candidate work (please consult program guidelines for details in these relevant areas).

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

Annual Evaluation of School Psychology Students

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

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

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

4. Students will be responsible for uploading information onto

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

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

6. In addition to regular annual review, any student may receive a formal evaluation by program faculty if so, requested by his/her Advisor or by any member of the school psychology faculty. Any student, including those on internship, can be evaluated at any time if concerns of faculty or staff are sufficient to warrant immediate review. Practicum evaluations will be distributed via docusign by requesting the Director of Clinical Training to send to supervisors.

TEXAS A&M UNIVERSITY
School Psychology

Practicum Evaluation Form – Completed by Student

Practicum Site: _____Semester: _____

Primary Supervisor: _____Credential(s) of Primary Supervisor: _____

University Supervisor (if not Primary): _____

Live Supervision completed by: _____

If this was an elective practicum check here: _____

Activities that you engaged in, or were to have engaged in, during this practicum experience (check all that apply):

Activities engaged in during this practicum experience (check all that apply):			
Assessment			
_____	Functional Behavioral Assessment (FBA)	_____	Progress monitoring
_____	CBM and Benchmarking in conjunction with RTI	_____	Clinical Interviews (Student, Parent, Teacher)
_____	Standardized Assessment (Cognition, Achievement)	_____	Classroom Observation
_____	Standardized Assessment (Personality, Psychological)	_____	Specialized assessment (Autism, Neuropsychological, Bilingual)
_____	Professional Report Writing	_____	Provided feedback to client/parents/ARD committee
_____	Conducted Risk Assessment		
Direct Intervention			
_____	Preparation of Intake Report and Treatment Plan	_____	Individual Therapy/Counseling
_____	Development of intervention plan (e.g., BIP)	_____	Family Therapy/Counseling
_____	Termination Report/Summary Report	_____	Group Therapy/Counseling
Consultation/Interprofessional-Interorganizational			
_____	Teacher Consultation (academic)	_____	Teacher Consultation (behavioral)
_____	Conjoint Behavioral Consultation	_____	Triadic Consultation (Home-Medical-School)

_____	System level Intervention (specify:_____)	_____	Presentation of In-Service or Community Presentation: (specify: _____)
_____	Interaction with professionals outside of psychology (e.g., SLP, medical)	_____	Other:_____

Supervision (of others)

_____	As GA for a course	_____	As part of Supervision Practicum

Client information (circle or indicate number of clients or NA)

Age ranges	Early Childhood (3-5) Childhood (6-11) Adolescence (12-17) Adult (18-25) Adult over 25 years	Racial/ Ethnic	____ African American ____ Hispanic ____ Asian/Pacific Islander ____ White ____ Biracial/Bicultural
SES level	Very low Low Middle Upper	Sex	____ Female _____ Male ____ Transgender
_____	Sexual orientation/gender identity focus	Diagnoses (list)	_____

Considering these activities and this practicum setting and supervision, please rate each of these on a 4-point scale (check appropriate box):

	Not at All	Somewhat	Appropriate/ Adequate	Exceeds Expectations
Appropriateness of Setting				
Consistency with Ethical and Legal Guidelines				
Reasonableness of Policies				
Appropriateness of Clients				
Numbers of Clients				
Appropriateness of Tasks Assigned				
Use of Evidence-Based Practices				
Individualization of Experience				
Opportunities for Skill Expansion				

Opportunities for Personal Growth				
Opportunities for Professional Growth				
Opportunities for Cross-Disciplinary or Interdisciplinary Interaction				
Availability of Resources				
Preparation for Work in School or Other Setting				

With regard to supervision, which of the following model(s) was utilized in supervision (check all that apply):

_____Developmental (more intense in the beginning with more independence encouraged over time)
_____Behavioral (appropriate approximations of skills reinforced; correction provided when needed)
_____Process-Oriented focus on Personal Development (discussion of your behavior and how that relates to you as a person and your interactions)
_____Process-Oriented focus on Professional Development (focus on increasing skills and professional presentation)
_____Other (please specify): _____

Which method(s) of supervision were employed (check all that apply):

_____Live Supervision _____Videotape _____Audiotape _____Review: Case Notes

____ Review: Intake Report ___ Review: Evaluation Report ___ Review: Consultation Report

____ Review: Counseling Termination Report ____ Other: _____

To what extent was supervision provided electronically (i.e., <u>not</u> face-to-face): _____%

Means of Supervision:
____Individual _____ Group _____Combination

Considering supervision and this practicum setting, please rate each of these on a 4-point scale relative to how appropriate/adequate (check appropriate box):

Primary Supervisor: ____ Site ___ University

	Not at All	Somewhat	Adequate/ Appropriate	Exceeds Expectations
Frequency and Intensity of Supervision				
Supervisor was Knowledgeable in Areas Needed for Experience				
Supervisor was Effective in Managing Issues				
Supervisor Provided Timely Feedback on Products (notes, reports, etc.)				
Supervisor Encouraged Growth and Independence				
Supervisor was Available and Accessible				
Supervisor Addressed not only Case Specifics, but Assisted in Generalization of Skills				
Supervisor Treated you with Respect				
Supervisor Provided a Safe Environment for Learning New Skills				
Supervisor Modeled Adherence to Legal and Ethical Standards				
Supervisor Provided Ongoing Feedback, Positive and Critical				

Faculty Supervisor <u>if not the Primary Supervisor</u> but Provided Regular Supervision:

	Not at All	Somewhat	Adequate/ Appropriate	Exceeds Expectations
Frequency and Intensity of Supervision was Sufficient				
Supervisor was Knowledgeable				
Supervisor was Effective in Managing Issues				
Supervisor Provided Timely Feedback on Products (notes, reports, etc.)				
Supervisor Encouraged Growth and Independence				
Supervisor was Available and Accessible				

Supervisor Addressed not only Case Specifics, but Assisted in Generalization of Skills				
Supervisor Treated you with Respect				
Supervisor Provided a Safe Environment for Learning New Skills				
Supervisor Modeled Adherence to Legal and Ethical Standards				
Supervisor Provided Ongoing Feedback, Positive and Critical				

Identify the strengths of this site/experience:

_____
_____
_____

What suggestions do have for this practicum that would improve the experiences of future students?

_____
_____

Would you recommend this site to other students for training in:

Assessment YES NO Direct Intervention YES NO
Consultation YES NO

Revised 8/2017

Practicum Student Evaluation Form – Completed by Supervisors
Revised August 2017

Student: _____ Practicum Site: _____

Semester: _____ Site Supervisor(s): _____

TAMU Supervisor: _____ Supervisor(s) Completing the Form: ____Site ____ TAMU

Year in Program: _____1st year ____ 2nd year ___ 3rd year __ 4th year ___ 5th+ year

Date completed: _____ Date reviewed with Student:_____

Live Supervision completed by: _____

Activities the student engaged in during this practicum experience (check all that apply):
Assessment:

_____ Functional Behavioral Assessment
_____ CBM and Benchmarking in conjunction with RTI
_____ Standardized Assessment (Cognition, Achievement)
_____ Standardized Assessment (Personality, Psychological)
_____ Intake for Therapy
_____ Professional report writing
_____ Assessment feedback to families or schools
_____ Other: _____

Therapy/Counseling:

_____ Individual Therapy/Counseling
_____ Family Therapy/Counseling
_____ Supervision of other students
_____ Parent training
_____ Group Therapy/Counseling
_____ Other: _____

Consultation/System-level Intervention/Interprofessional-Interorganizational

_____ Conjoint Behavioral Consultation
_____ Teacher Consultation
_____ Interaction with other professionals
_____ System Intervention:_____
_____ Presentation of In-Service
_____ Other: _____

Supervision

_____ Theories of Supervision
_____ Co-Supervision with _____
_____ Ethics of Supervision

Culture and Diversity (please check diverse groups identified as service recipients)
Age range of clients: _____
Racial/Ethnic groups:_____
Religious groups: _____
Gender: _____
Individuals with disabilities_____
Cultural groups: _____
Sexual orientation/gender identity: _____
Socioeconomic status: _____

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Revised 8/2017

Please indicate the student's level of performance in each of these areas based on this practicum experience. Please rate the student's performance relative to other students at the same developmental level.

- **Unsatisfactory (U)** indicates the student is deficient in the competency or skill and there needs to be significant further training and a special effort made in order to bring it up to the Successful level.
- **Needs Improvement (NI)** indicates the student has shown some evidence of the competency or skill, but performance is inconsistent or there may be examples of poor motivation or minor irresponsibility. It is anticipated that the rating will improve with some further training, supervision, and student effort.
- **Successful (S)** indicates the student has shown basic mastery of the competency or skill.
- **No Opportunity** should be used if the competency was not required as part of this practicum experience.

Please indicate the degree to which the student exhibits the following behaviors/qualities/skills. If you indicate that a student is as "Unsatisfactory" or "Needs Improvement" on any of these skills, please provide additional detail following each table.

Professional and Ethical/Legal Behavior and Knowledge

	U	*NI*	*S*	*No Opportunity*
Ability to listen and be empathic with others				
Respect for/interest in others' cultures, experiences, and values.				
Ability to take respectful, helpful and professional approaches to working with clients/parents/families/schools				
Ability to work collaboratively with supervisor and benefit from supervision				
Ability to take feedback (respond to supervision) constructively and respond appropriately				
Demonstrates effective interpersonal skills and is able to manage difficult communications				
Ability to present oneself in a professional manner				
Ability to communicate ideas verbally and in written form				
Adherence to APA ethical/professional codes, standards, and guidelines				
Adherence to relevant laws, regulations, rules and policies for setting				
Able to recognize ethical dilemmas and apply an ethical decision-making process				
Engages in self-reflection as continuous process				
Timeliness in completing tasks				
Ability to integrate affective , biological, cognitive, social and/or developmental considerations in case conceptualization				
Acknowledges need for continued learning, scholarly inquiry, and problem-solving				

Please explain any **U or NI** ratings and remediation plan:

_____
_____
_____
_____

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Assessment and Diagnosis

If assessment and diagnosis were not part of the practicum, please check here and proceed to the next section: _____

	U	*NI*	*S*	*No Opportunity*
Ability to select appropriate evidence based methods of evaluation				
Ability to choose measures with consideration of individual and cultural diversity				
Ability to accurately administer and score assessment measures				
Ability to interpret results and develop diagnoses and/or case formulations				
Ability to generate appropriate recommendations and/or treatment plans				
Ability to write a clear and comprehensive professional report				
Ability to communicate findings and implications of assessment accurately and to various audiences				

Please explain any **U or NI** ratings:

_____
_____
_____
_____
_____

Therapy or Counseling

If therapy or counseling were not part of the practicum, please check here and proceed to the next section: _____

	U	*NI*	*S*	*No Opportunity*
Ability to translate a case formulation into specific research-based intervention strategies				
Ability to implement a session plan while maintaining rapport				
Ability to attend to and address therapy process issues with consideration to individual and cultural diversity				
Ability to develop treatment plans specific to service delivery goals				
Ability to evaluate intervention effectiveness and adapt intervention goals and methods as needed				
Ability to modify/adapt approaches effectively when a clear evidence-based practice is lacking				
Ability to identify and engage key players (e.g., parents, teachers) in treatment				

Please explain any **U or NI** ratings:

_____
_____
_____
_____
_____

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Consultation or System-level Interventions

If consultation or system-level interventions were not part of the practicum, please check here and proceed to the next section: _____

	U	*NI*	*S*	*No Opportunity*
Understands and can articulate consultation models and practices from problem clarification to evaluation				
Understands and respects the organizational structure, policies and procedures in the setting				
Demonstrates knowledge and respect for the roles and perspectives of other professions				
Interventions/recommendations offered are sensitive to the needs of the population, organization or environment				
Ability to develop and implement a systematic approach to information gathering in a consultative role				
Ability to work collaboratively with other professionals to generate an effective intervention plan				
Ability to monitor and modify intervention in response to continued evaluation or feedback				

Please explain any **U or NI** ratings:

_____
_____
_____
_____

Supervision:
If providing supervision was not part of the practicum, please check here and proceed to the next section: _____

	U	*NI*	*S*	*No Opportunity*
Understanding of theoretical frameworks/models of supervision				
Understanding and application of ethical and legal issues in providing supervision				
Ability to provide supervision and guide others (with support of supervisor of record)				

Please explain any **U or NI** ratings and remediation plan:

_____
_____
_____

General Feedback
Please describe the student's strengths:

_____
_____
_____

Please indicate any areas in need of improvement:

_____
_____
_____

Reviewed With Student
Signature of supervisor_____
Signature of student _____
Date _____

Required Information for Approval of Non-accredited Sites (even if APPIC member)

- Prior to approval of a non-accredited site, you will need to provide to the Director of Training the following information. Please note for APPIC sites not yet accredited, you will need to have provided this information prior to Oct. 1st of the year you are participating in the Match. If you are not participating in the Match, you will need to provide this information by May 15th to begin the non-accredited internship in August of that year.

- Documentation of the credentials of the supervisors is required. Only sites which employ two licensed psychologists, who agree to be involved in direct supervision of the intern, are considered acceptable. A copy of the supervisors' licenses and CV/resume are needed for documentation.

- A description of the scope of service, population served (i.e., primarily children, adolescents, and families), and training activities to be provided (i.e., to include assessment, intervention, and consultation) in order for the program to fully determine the nature and appropriateness of the training activities as part of a planned, programmed sequence of training experiences is required .
- The internship has to include a minimum of 1750 hours to meet the requirements for licensure in most (but not all) states.

- The internship has to have at least two or more interns engaged in training at the same time or arrange for regularly scheduled and documented training activities at nearby sites to provide professional development to a group of interns.

- The intern is required to submit a log of all activities for each semester of internship, which will be reviewed by the Director of Clinical Training.

    - The site agrees to provide at least two hours per week of regularly scheduled individual supervision, as well as at least two additional hours per week in group supervision, a licensed psychologist. Limitations are placed on the extent to which supervision could be provided electronically (less than 50%).
    - It was agreed that all reports, documentation, activities are signed off on (co-signed) by a licensed psychologist supervisor for the intern.

- All recipients of services by the intern (and the intern is designated as such) are advised of the intern's status and the name/contact information of the supervising licensed psychologist.
- The evaluation form for the intern must include all the profession-wide competencies and elements as delineated by the APA Commission on Accreditation. Evaluations must be completed at least twice over the course of the internship year.
- Interns demonstrate competency at the appropriate level as determined by the internship site and their ability to meet the demands of the setting in terms of assessment, intervention, consultation, and in-service presentation for staff or parents. Interns can upload sample de-identified products into the mydocreview portal for review by program faculty as part of the annual review process.
- In order to receive a grade of Satisfactory for internship, the student activity logs, evaluation by supervisor(s), and a final letter of successful completion of the internship have to be received prior to grades being submitted. The site is also to provide a certificate to the student.

Professional Conference Calendar

Commented [KML3]: Updated 07-19-2022

2022–2023

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

Conference	***Conf. Dates***	***Location***
Texas Association of School Psychologists (TASP)	11/3-5/2022	Sugarland, TX
Texas Psychological Association (TPA)	11/10-12/2022	San Antonio, TX
Association for Behavioral and Cognitive Therapies (ABCT)	11/17-20/2022	New York, New York
Learning Disabilities Association (LDA)	02/21-23/2023	Las Vegas, Nevada
Council for Exceptional Children (CEC)	February 2023	TBD
National Association of School Psychologists (NASP)	02/7-10/2023	Denver, Colorado
American Psychological Association (APA)	08/3-5/2023	Washington, D.C.
Association of Positive Behavior Support (APBS)	03/29-04/01/2023	Jacksonville, Florida

Association for Psychological Science (APS)	5/25-28/2022	Washington, D.C.
American Academy of Child and Adolescent Psychiatry (AACAP)	10/17-22/2022	Toronto, Ontario, Canada
National Academy of Neuropsychology (NAN)	10/12-15/2022	Denver, Colorado

Elective Practicum/Externship Experiences
School Psychology Doctoral Program
Texas A & M University

While practicum training may occur either on or off campus, selection of a particular site should be made in view of the particular skill(s) to be acquired in conjunction with the student's Advisory Committee Chair. The student's Chair must agree to the practicum in light of what else the student is committed to complete during the same time period, whether classes, required practica, or research activities. For example, a practicum experience in the psychological testing of children could be offered in a setting such as a school district, psychological clinic, community agency, hospital, or developmental/child study center. Which ages and groups (demographics, disorder) will constrain options available, as will any geographic preferences or restrictions. The tasks required of the student in the practicum setting should be clearly related to the skill to be acquired with appropriate supervision. Additionally, sites are chosen **to ensure a relationship between working professionals and the faculty of the training program**, as well as to provide adequate supervision of the student by faculty and other supervisory on site personnel.

In keeping with both the philosophical goals of the school psychology program and the ethical standards of psychologists, all practicum activities are designed to conform to existing legal-ethical practices. Case studies and other records are maintained, and relevant discussions conducted, in such a manner as to ensure client confidentiality and to protect the rights and privileges of all parties involved. Students are expected to adhere to the rules and regulations of the settings in which they are in; any variation should be in the direction of more stringent adherence to ethical and legal requirements. The laws and regulations (e.g., HIPAA, IDEIA 2004, FERPA, etc.) pertinent to each setting must be followed in that setting. Students should remember that at all times they are professionals and must behave with honesty and integrity, and adhere to program, departmental, college, University, and APA/NASP ethical standards.

Professional behaviors include timeliness (e.g., reports, papers, and other documents completed in a timely manner; on time arrival to class, meetings, and practica

settings; completion of course requirements in an appropriate time frame), use of feedback for reflective practice (e.g., accepts feedback from faculty, supervisors, and peers; provides constructive feedback to faculty, supervisors, and peers), self-care in recognizing the need for and obtaining additional training in a given area, taking responsibility for one's own behavior, and concern for the welfare of others. In addition, for practica/field-based experiences, appropriate attire, consistent with that of other professionals in the same setting is required and adherence to the specific policies and procedures (unless there is an ethical or legal issue involved therein) of that setting is expected. While this may vary from site to site, generally it is best to err on the side of dressing conservatively. In conjunction with professionalism, all students are required to carry liability insurance with a statement of said insurance on file with the Academic Advisor's office by the end of Fall semester of the first year and renewed annually.

From APA CoA C-26:

Practicum helps to realize the educational goals identified in the program's curriculum plan and includes:

- Clear statement of goals and objectives for practicum training
- Documents outcome measures on how training meets these goals and objectives
- Identify how the practicum is clearly integrated with other elements of the program – including how academic knowledge is integrated with practical experience through forums led by psychologists for discussion of practicum experience
- Clear identification of how practicum training is sequential, cumulative, and graded in complexity
- How designed to prepare students for further organized training
- Program should document how the program ensures the quality of the practicum sites including regularly scheduled site reviews
- Identify the administrative methods used to ensure that practicum meet criteria and how students are matched to these sites
- Document how feedback is used to address the progress, development and competencies of the practicum student

As with required practica, students must complete the pre-registration form. As part of the process, they should provide the prospective supervisor with a syllabus and a copy of the practicum student evaluation form. The registration form is on the EPSY website; the evaluation form is on the EPSY website and will be distributed to you by the Director of Clinical Training via Docusign. The syllabus should be obtained from the faculty member

who has agreed to serve as the university supervisor. In any situation where doctoral level/licensed psychologist supervision is not available on site, the University supervisor is responsible for primary supervision. The prospective supervisor, the university supervisor, and your doctoral chair need to sign the pre-registration form. For all external practica, a contract also must be executed with the site. You can initiate this process by:

4) checking with the advising office to determine if there is a contract in effect for the time period you will be there, and if not, completing the following google form so signatures can be routed through the advising office and TAMU contracts
    a. https://docs.google.com/forms/d/e/1FAIpQLSerVQgEMkFloO8EreK1wy0lrWuzTW0KhMtCAz3l2e7keHo5bA/viewform

This needs to be done prior to the registration of classes in the semester before you'd like to begin the practicum and no later than 2 months before the start date of the practicum. Check for the exact date on the "Important Dates" notice each semester. You cannot begin the practicum experience until the contract/Memorandum of Understanding has cleared the contracts office at TAMU and the site. You will also need to document via an agreement between you and the supervisor(s) clearly articulating your time commitment, weekly and for what length of time. This form also clarifies the types of tasks you might be involved in during the practicum. Clarification in advance can avoid misunderstanding and miscommunication later on. At the conclusion of the practicum experience, your site supervisor will complete and evaluate your competencies; you will not receive a grade until this is received. You will also be asked, each semester, to evaluate the site. The form for you to evaluate the site is will be distributed to you by the Training Director at the end of each semester and a copy will be filled for quality check purposes.

Elective Practicum Directory

How to use this directory

An attempt has been made to include all practica that students engaged in for the past 10 years, some of which are not currently available but may be available in the future. These are grouped by type of setting: schools, community service agencies, hospitals, and private practices.

	Autism/DD	*Bilingual*	*Neuro*	*Peds*	*Local*	*Austin*	*Houston*	*Dallas/FW*	*Other*	*Therapy*	*Assessment*
Lamb Beh. Health	X				X					X	X
Lakewood Group	X		X					X		X	X
Next STEPS								X	Eating Disorder		
Oakwood Collaborative		X			X					X	X
Children's Health			X	X				X	varies	X	X
Christus Health	X		X	X					San Antonio		X
Cook Children's			X						varies	X	
Doctors Hospital							X			X	X
Eating Recovery Center						X			Eating Disorder	X	
MD Anderson							X		Cancer	X	
Rock Prairie BH					X					X	X
TAMU HSC-BH/TAMP					X					X	X
TAMU TTC					X				Telehealth	X	
TCH Clinics	X	X	X	X			X		varies	X	X
Scottish Rite								X		X	
UTHSC			X						varies	X	X
UT SW - CMC	X								varies	X	
Austin ISD	X					X			varies	X	X
BVCAA		X			X				varies		X
Brenham ISD					X				varies	X	
Bryan ISD Special Programs		X			X				varies	X	X

	Autism/DD	*Bilingual*	*Neuro*	*Peds*	*Local*	*Austin*	*Houston*	*Dallas/FW*	*Other*	*Therapy*	*Assessment*
CSISD Special Programs					X				Early Childhood		
Cypress Fairbanks							X		varies		
Dallas ISD Special Programs		X						X		X	
Harmony					X						X
Katy ISD	X						X			X	X
St. Joseph's					X						
Alliance		X					X				
Austin Child Guidance						X			varies	X	X
Child Advocacy Center						X			CPS	X	
Children's Defense Fund									Multiple locations	Educ., Interv.	
Devereux BH	X					X				X	
Brazos Cty JJC					X					X	
Dallas JJC								X			
TAMU SCS					X					X	
TX NeuroRehab			X							X	X
The Stewart Center							X				
PRO-Ed						X			Test Develop.		