

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
GRADUATE STUDENT
HANDBOOK

Division of Learning Sciences
Masters Programs
2023-2024

Texas A&M University

Table of Contents

Graduate Student Handbook	1
Table of Contents	2
Department Introduction	5
Division Introduction	6
Getting Started Guide for EPSY Learning Sciences (LS) Graduate Students	7
School, Department, & Division Leadership.....	7
Graduate and Professional School (GPS) Governance.....	7
Active Division of Learning Sciences Faculty.....	8
Graduate Student Association (GSA).....	9
Transportation & Parking.....	9
Howdy Portal & Resources.....	9
TAMU NetID.....	9
TAMU Email.....	9
Google Team Drive.....	10
Registering for Classes.....	10
MyRecord.....	10
Online Learning Platform (Learning Management Systems).....	10
Other Important Information & Resources.....	10
Student Mailboxes.....	10
Purchase Software.....	10
MyAggieCard.....	10
Medical Insurance.....	10
Aggie Ring.....	11
Important Resource Websites.....	11
Financial Aid, Tuition, Fees, and Scholarships	12
Financial Aid.....	12
General Program Cost Information.....	12
Payment of Tuition and Fees.....	12
Obligation to Pay Tuition & Fees.....	12
Graduating Students Financial Obligation.....	13
Installments.....	13
Fees and Costs of Cancelling Your Registration.....	13
Cancellation for Nonpayment of Tuition or Fees.....	14
Distance Education and Nontraditional Fees.....	14
EPSY Graduate Student Travel Grants & Guidelines.....	14
Purpose.....	14
Guidelines.....	14
Funding Preference.....	15
Extent of Awards.....	15

Application Procedure.....	15
Graduate Assistantships.....	15
Registration & Enrollment.....	16
Class Registration.....	16
Enrollment Status.....	16
Add/Drop.....	16
Q-Drop.....	17
Withdrawal.....	17
Graduate Student Advising.....	18
Academic Program Advisors.....	18
Faculty Entering Advisor.....	18
Graduate Advisory Committee and Chair (M.S. students only).....	19
Degree Plan & Degree Requirements.....	21
Degree Plan.....	21
Request for Consideration of LS Course Waivers.....	21
Student Petitions.....	21
Course Requirements for LS Degree Plans.....	22
M.Ed. Specific Information.....	22
M.S. Specific Information.....	22
Creativity and Cognition (M.Ed.).....	23
Developmental Sciences (M.Ed.).....	24
Developmental Sciences (M.S.).....	25
Learning Design & Technology (M.Ed.).....	26
Additional Opportunities (Developmental Sciences only).....	27
Research and Teaching Experiences.....	27
Teaching Opportunities.....	27
Teaching Requirements.....	27
Certificate Enrollment: Advanced Research Methods (ARM).....	27
Student Degree Evaluations in Howdy.....	28
Academic Policies.....	29
Student Standards.....	29
Scholastic Requirements.....	29
Autonomy.....	30
Ethical Behavior.....	30
Honor Code.....	30
Academic Honesty.....	30
Plagiarism.....	31
Research and Data Ethics.....	31
Introduction.....	31
Responsible conduct of research policy.....	31
Necessary pre-requisites to thesis (M.S. students only).....	32
APA & Reference Document Style.....	32

Changing Program Areas within EPSY	32
Changing Committee Chair or Committee Members (M.S. students only)	33
Academic Probation & Dismissal	33
Student Grievance Process	33
Grievance Procedures.....	35
Ombuds Officer	36
The Ombuds Officer can:	36
The Ombuds Officer cannot:.....	36
You might want to contact the Ombuds Officer when:.....	36
Some common concerns include:.....	37
<i>Ombuds Officer contact information</i>	37
SEHD Requirements/Resources.....	38
Graduate Student Concern Form:	38
Grievance Policy and Form:.....	39

Department Introduction

The Department of Educational Psychology (EPSY) encompasses students, faculty, and staff whose scholarship and interests center on the many distinct aspects of academics, teaching, and classroom education. EPSY's mission is to create experiences that advance teaching, research, grantsmanship, and service through the application of knowledge in the preparation and development of quality researchers and educators. EPSY places high value on collaboration, diversity, critical thinking, creativity, democratic governance, and global leadership.

The **Graduate Student Handbook** is an informational guide for potential and current students in EPSY at Texas A&M University. The handbook should serve as a supplement to the **Texas A&M University Graduate Catalog** and to the **Texas A&M University Student Rules**, that contain the policies of the **Graduate and Professional School (GPS)** and those of the university.

At the graduate level, the Department of Educational Psychology offers the Master of Education (online and traditional), Master of Science, and Doctor of Philosophy degrees. The diploma and transcript will only list your official degree title and Texas Higher Coordinating Board approved degree programs. The academic program area and area of emphasis of student studies are not denoted on any official documentation. Graduate students can apply and study in one of the following Academic Program Areas: Bilingual Education (BIED), Counseling Psychology (CPSY), Learning Sciences (LS), Research, Measurement, & Statistics (RMS), School Psychology (SPSY), or Special Education (SPED).

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

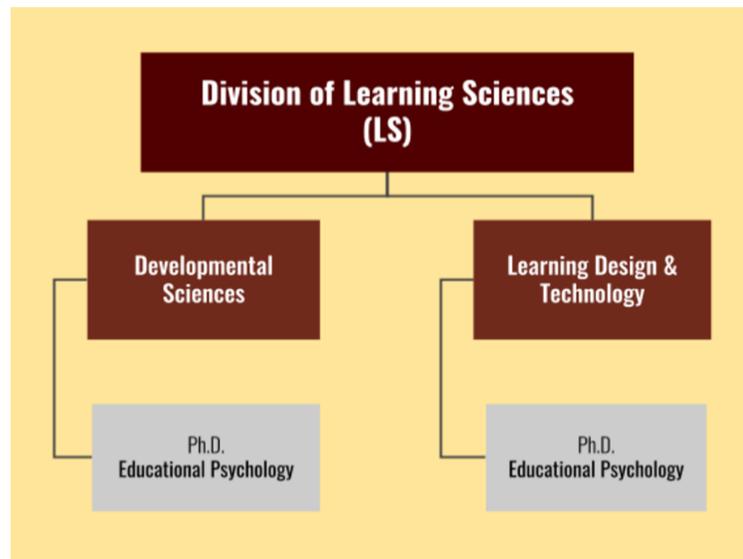
One of the four departments in the School of Education and Human Development, EPSY, is currently home to over 300 undergraduate students, 400 graduate students, 49 faculty members and 32 staff members. EPSY administrative offices are located on the 8th floor, and faculty offices are in Harrington Tower. The EPSY Graduate Advising Office is currently located in Harrington Tower, 7th floor.

Division Introduction

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

This handbook is meant to acclimate you to the policies and procedures specific to the program in which you are enrolled. This handbook contains information for newly admitted students regarding the Masters programs, as well as information required by legal statute or the policies of Texas A&M University.

Division of Learning Sciences: Philosophy, Mission, and Vision



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

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

Our Vision. The 21st century brings unique challenges and opportunities for the science of learning and human development. Advances in data analysis techniques, information technology, and biometric technology have considerable implications for the design of learning environments, the goals we set for students, and the tools we use to reach those goals. Building on a robust tradition of interweaving theory, teaching, and research methods, we are an interdisciplinary group of learning and developmental scientists who aim to train and mentor the next generation of leaders with specializations in Developmental Sciences and in Learning Design and Technology. This specialization will link 21st century technologies with established research on human cognition, learning, and development.

Getting Started Guide for EPSY, Learning Sciences (LS), Graduate Students

School, Department, & Division Leadership

School of Education and Human Development (SEHD)	
Dean:	Dr. Michael de Miranda
Senior Associate Dean of Academic Affairs:	Dr. Beverly J. Irby
Department of Educational Psychology (EPSY)	
Interim Department Head:	Dr. Jeffrey Liew
Associate Department Head for Graduate Studies:	Dr. Wen Luo
Associate Department Head for Research and Faculty Development:	Dr. Jeffrey Gagne
Academic Advisor :	TBD
Academic Advisor :	Peggy Brigman
Division of Learning Sciences (LS)	
Division Chair:	Dr. Steven Woltering

Graduate and Professional School Governance

The **Graduate and Professional School (GPS)** is a global leader in graduate education, committed to the pursuit of knowledge and the power of intellect. Through exceptional service and commitment to the highest standards, **GPS advocates for graduate education at Texas A&M** and throughout Texas. The Graduate and Professional School is committed to a diverse campus climate, enhancement of the graduate experience and the development of all students as global citizens.

GPS serves Texas A&M graduate students as an advocate for their graduate education and houses the Ombudsperson for University Graduate Education. This office:

1. establishes procedures to guarantee the highest quality educational experience at the graduate level;
2. fosters and facilitates interdisciplinary/intercollegiate graduate programs and research activities; and
3. strives to maintain and enhance an environment conducive to creative scholarship and scientific inquiry.

Graduate students must become familiar with the GPS office webpage at <https://grad.tamu.edu/>. GPS oversees degree plans, official deadlines, calendars for graduate students, petitions, graduation, Ombuds office (see Ombuds section), and processes all official documentation of a graduate student's degree. Prior to going to the GPS, please contact your department academic advisor.

Active Division of Learning Sciences Faculty

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

Child and Adolescent Development, STEM Motivation, Math Achievement

Idean Ettekal, PhD | Arizona State University (2016)

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

Jeffrey R. Gagne, PhD | Boston University (2007)

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

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

Intelligence and Creativity, Gifted and Talented Education, Classroom Instruction

Jeffrey Liew, PhD | Arizona State University (2005)

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

Sarah McCorkle, PhD | Ohio University (2020)

Online Teaching and Learning, Technology Leadership, Faculty Development

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

Educational Games, Immersive Learning Environments

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

Intelligence and Creativity, Cognitive Fixation, Gifted and Talented Education

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

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

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

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

Zhe Wang, PhD | Virginia Tech (2013)

Development and Individual Differences in Cognitive Abilities, Gene-Environment Interaction, Math Anxiety

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

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

Steven Woltering, PhD | University of Toronto (2012)

Self-regulation, Psychopathology, Neuroscience, Development

Graduate Student Association (GSA)

The **Educational Psychology Student Organization (EPSO)** is the EPSY GSA, an active cadre of graduate students in various disciplines of education, all a part of the *Department of Educational Psychology*, and at Texas A&M University. EPSO strives to assist our fellow students in the completion of masters and doctoral level studies, helping them to acclimate to Texas A&M University, as well as to find success in their studies. In addition, EPSO provides several social and professional development meetings during the academic year for students--for the purpose of networking and advancing EPSO's work at TAMU. All students are strongly encouraged to join EPSO, including online MEd and EdD students. Web conferencing tools and technologies are available to facilitate distance participation. Please reach out to the Graduate Advising Office for EPSO contact information. EPSO dues are \$20 per academic year.

Transportation & Parking

Parking permits are always required for all lots. Permits can be purchased during registration as an additional fee option, or you can purchase one online. Visit <http://transport.tamu.edu> for more information. Parking is also available for an hourly fee in garages located in various parts of campus. The nearest parking garage to the EPSY office is the Northside Parking Garage. There are many free TAMU bus routes to get you to and around campus. Visit <http://transport.tamu.edu/transit.aspx> for the most up-to-date schedules and routes.

Howdy Portal & Resources

Students will become very familiar with the Howdy Portal, <http://howdy.tamu.edu>. The Howdy Portal encompasses information regarding Financial Aid, paying your bill, Registration, Withdrawal, Grades, Transcripts, Personal Data, Parking Permits, Graduation Application, Academic Calendar, Degree Audit and Evaluation, Single Sign On (SSO), and Access to Canvas, Student email, Google Drive, Academic Services, Student Writing Center, TAMU Libraries, and so much more. **This will be your primary source for university and student information.**

TAMU NetID

<http://gateway.tamu.edu> Your NetID is the main log on to access information at A&M. Your NetID will also serve as your TAMU email address. Email can be accessed via <http://google.tamu.edu> , TAMU Homepage (www.tamu.edu), or Howdy Main Portal (<http://howdy.tamu.edu>).

TAMU Email

Upon admission into the University, students will receive a Texas A&M official email address in the format of **NetID@tamu.edu** and will serve as your **official** email address for all TAMU communications, including those from faculty and staff. Texas A&M student rule 61 **requires** you read this email **daily**: <https://student-rules.tamu.edu/rule61/>

Failure to monitor the official Texas A&M email is not an acceptable excuse for missed deadlines or requirements and resulting holds or fees will not be lifted for this reason alone.

Google Team Drive

Each active student will receive access to their respective program's Team Drive through Google. This Drive contains all documents, resources, and information EPSY students may need throughout their time as a student, including GPS forms, the student handbook, travel request forms, degree plans, and other resources, with 'how-to' methods and essential information for completing official documents.

Registering for Classes

Newly admitted graduate students should contact their Faculty Entering Advisor for assistance in course selections. Course registration is done through the Howdy portal, under the MyRecord tab.

MyRecord

MyRecord in the Howdy Portal provides access to all your records in one place. Students can check for holds, view schedule, grades, unofficial transcript, degree evaluation, and register at <http://howdy.tamu.edu>

Online Learning Platform (Learning Management Systems)

Canvas provides access to online learning and instructional resources. Your Canvas login is your TAMU NetID and password. Your Canvas account is linked to your TAMU email account.

Other Important Information & Resources

Student Mailboxes

Student mailboxes for LS Graduate students are located in Harrington Tower, 7th floor, outside of Room 701G.

Purchase Software

As a student at A&M you can purchase software, such as Microsoft office, at greatly reduced prices. Log onto the site with your NetID and password, and you will see the software you are authorized to purchase. <https://software.tamu.edu>

MyAggieCard

The Aggie Card is your official ID at Texas A&M University. It shows your status as a member of the Aggie family. It is important for you to keep your Aggie Card on you at all times. It will allow you to access numerous campus services such as your assigned residence hall, the Rec Center, the library, dining halls, and much more. For information on obtaining your card, please go to <https://myaggiecard.tamu.edu/>.

Medical Insurance

All students are eligible for graduate student insurance. Please visit <http://tamu.myahpcare.com/> for more information.

Aggie Ring

You are eligible to order an Aggie Ring towards the end of your graduate studies. You can check your eligibility and find out more at <http://www.aggienetwork.com/Ring/>.

Important Resource Websites

1. School of Education Human Development: <http://www.education.tamu.edu/>
2. SEHD Faculty and Staff Directory: <https://directory.SEHD.tamu.edu/>
3. Department of Educational Psychology: <https://epsy.tamu.edu/>
4. Graduate and Professional School: <https://grad.tamu.edu/>
5. International Student Services: <http://iss.tamu.edu>
6. Tuition: <https://sbs.tamu.edu/billing-payments/make-payment/index.html>
7. Library resources: <http://library.tamu.edu>
8. Childcare: <http://studentlife.tamu.edu/agoss.childcare>
9. Dining on Campus: <https://dineoncampus.com/tamu/>
10. Student Counseling Services: <https://scs.tamu.edu/>
11. Veteran's Services: <https://veterans.tamu.edu/>
12. Disability Services: <https://disability.tamu.edu/>
13. Student Business Services: <https://sbs.tamu.edu/>
14. Student Assistance Services, including LGBTQ+ services: <https://studentlife.tamu.edu/sas/>
15. Department of Multicultural Services: <https://dms.tamu.edu/>
16. Women's Resource Center: <https://studentlife.tamu.edu/wrc/>

Financial Aid, Tuition & Fees

Financial Aid

Texas A&M University offers many financial aid options to help you pay for School costs, including scholarships and loans. Offices for financial aid are located in the General Services Complex, and they can be contacted via phone at 979-847-1787. Additional information about Financial Aid can be accessed at <https://financialaid.tamu.edu/>.

Students should consult the Department of Student Financial Aid if seeking financial assistance for tuition or other fees. All scholarships, grants and loans are applied to any outstanding charges before installments are calculated. Students who receive **Veteran's benefits** need to contact the Veteran Financial Aid Office and communicate immediately with the EPSY Graduate Advising Office.

General Program Cost Information

Educational expenses for the months of enrollment will vary according to course of study. For details on the basic budget for a particular graduate or professional program, please visit <http://financialaid.tamu.edu>. Scholarships and Financial Aid considers tuition and fees, books and supplies, transportation, room, board, incidental and living expenses in the cost of attendance for programs. All tuition and fee amounts provided herein represent the most accurate figures available at the time of publication and are subject to change without notice. University Rules in place at the time of publishing are reflected here. All are subject to change. The most current information available will be maintained on the Student Business Services website <http://sbs.tamu.edu>.

Payment of Tuition and Fees

A student must meet all financial obligations to the University by the due dates to avoid late penalties. Failure to pay amounts owed may result in cancellation of the student's registration and being barred from future enrollment and receiving official transcripts. A student who wishes to pay fees in installments can select the option on the website <http://howdy.tamu.edu>. The Emergency Tuition and Fees Loan is available to help students pay their Texas A&M University tuition and required fees. The Emergency Tuition and Fees Loans are for required tuition and fees only. The online process can be accessed at <http://financialaid.tamu.edu>.

Obligation to Pay Tuition & Fees

By registering for classes, a student agrees to pay all tuition and required fees associated with his/her registration, optional services, and other fees, whether paying in full or utilizing the installment payment option. Failure to pay tuition, fees, and other charges may result in penalties, late registration fees, and/or possible cancellation of classes.

Graduating Students Financial Obligation

According to Texas A&M University Student Rules and Chapter § 54.007 (d) of the Texas Education Code, all financial obligations to the University must be paid by the end of the semester. Failure to settle all financial obligations will result in withholding a student's diploma at graduation. Additionally, a block will be placed on the student's account that will prohibit registration in subsequent semesters and receipt of official transcripts.

Citations:

Section 14.15 of the Texas A&M University Rules states, "The student must have settled all financial obligations to the University."

Chapter § 54.007 (d) of the Texas Education Code states, "A student who fails to make full payment of tuition and fees, including any incidental fees, by the due date may be prohibited from registering for classes until full payment is made. A student who fails to make full payment prior to the end of the semester or term may be denied credit for the work done that semester or term."

Installments

Tuition, most required fees, room and board, and parking are payable in full, or in two to four equal installments. A \$35 per semester service charge to cover the cost of handling will be assessed to each student who chooses to use the installment plan. The service charge is not refundable once a payment is made under the installment plan or after the first installment due date.

Fees and Costs of Cancelling Your Registration

Once a student has registered for classes, he/she must select one course of action from the following to remain in good standing with the University:

- pay all amounts due by the specified due date;
- prior to the first day of classes, use the online registration system to drop all classes; or
- after the first day of classes, use the online withdrawal system to request official withdraw from the University; withdrawals must be approved through his/her School Dean's office

Following this procedure is especially important for a student who has been awarded scholarships or financial aid since the aid may automatically pay tuition and fees and cause the registration to be held even though the student has decided not to attend. Failure to drop all classes or withdraw from unwanted registration may result in grades of F or I in all courses for the semester. The student will be required to reimburse the University for scholarships and other financial aid applied to his or her account and will be held responsible for paying all fees for the semester, regardless of whether he or she attended classes.

Cancellation for Nonpayment of Tuition or Fees

The University reserves the right to cancel a registration not paid by the due date, or the official census date for a semester or summer term, to comply with state laws requiring payment of tuition and fees, to free the classroom spaces for other students, and to ensure the most efficient use of university resources.

Distance Education and Nontraditional Fees

Distance education students are required to pay tuition, some fees, and a distance education cost differential for their coursework. The SEHD distance education cost differential is \$225 per credit hour in addition to any tuition and fees charged by the university.

Distance education students are exempt from paying the following fees: Cooperative Education Fees, Health Center Fee, Recreational Sports Fee, and the University Center Complex Fee.

Required Tuition and Fees	Distance Education Students
Tuition	Yes
University Advancement Fee	Yes
Cooperative Education Fee	No
Distance Learning Fee	Yes
Equipment Access Fees	Yes
Field Trip Fees	Yes
Health Center Fee	No
International Student Services Fee	Yes
Laboratory Fees	Yes
Property Deposit	Yes
Recreational Sports Fee	No
Sponsored International Student Fee	Yes
University Center Complex Fee	No

EPSY Graduate Student Travel Grants & Guidelines

Purpose

The Educational Psychology Student Organization (EPSO) provides travel support for EPSY graduate students presenting scholarly papers, research posters, research driven presentations, round table discussions, and other forms of scholarship dissemination at domestic and international professional meetings and symposia.

Guidelines

Active members of EPSO may be eligible for the Travel Scholarship if monies are made available for said scholarship by the department. EPSO will determine how to divide the available funds across two payment times during the academic year. Travel awards will be offered to students once in the Spring and once in the Fall semester. For conferences held July 1-Dec 31st, paperwork (i.e., Travel Scholarship form and receipts) is ALWAYS due the 2nd Friday of the Spring Semester. For conferences Jan. 1-June 30th, paperwork is ALWAYS due the 2nd Friday of the Fall Semester.

Funding Preference

To be eligible to apply for a Travel Scholarship, the following criterion must be met:

- Be an EPSY (LS, SPSY, EDTC, CPSY, SPED, Bilingual; Masters or PhD; traditional or distance) student during the semester in which they attended the conference.
- Be an active EPSO member who has paid their dues in full before/when they submit their travel scholarship application.
- Present proof of involvement as a presenter, such as a program page listing your name and the title of your presentation.
- Turn in receipts for expenses incurred as a direct result of traveling to or attending the conference.

Extent of Awards

Scholarship amounts vary depending on the number of applications for funds, rigor of conference, and participation in EPSO/EPY sponsored events. Generally, EPSO seeks to support all eligible applicants to some degree; this may entail a certain percentage of everyone's request being disbursed. EPSO will promptly notify Scholarship recipients as to their award amount (by letter in their mailbox, as well as by email) within a week of the Committee's decision. Decisions about award amounts and notification should occur no more than 3 weeks after the paperwork due date.

Application Procedure

The EPSY Program Advisors will notify students via email with specific application instructions each semester. Check your official student email regularly for updates and deadlines for EPSO travel award opportunities.

Graduate Assistantships

Master's degree students are not eligible for EPSY funded Graduate Assistantships. However, faculty members with grant funds external to EPSY may hire any suitable graduate student for their project.

Registration & Enrollment

Class Registration

Registration begins in April for the fall and summer semesters and in November for the spring semester. The specific dates will be noted on the Official University Calendar and on the main portal: <http://howdy.tamu.edu>. This is also the website where students can view the course schedule and register. Students should use Howdy (approximately mid to late March for Summer/Fall, and mid-late October for Spring) to view their assigned registration times.

Distance Education students must update their "Distance Education Location" in Howdy each semester. Otherwise, registration cannot be completed.

Students must clear all holds through outside departments such as the Registrar's Office, Admissions, Student Affairs, Student Business Services, and Financial Aid prior to registration. Students must contact these offices for the holds to be removed. The department is unable to remove any holds except those placed by EPSY.

All students who **fail to pay tuition and fees** by the payment date listed on the registration website will be **dropped from all courses**. Students who **register late** will be assessed a **financial penalty**.

Enrollment Status

Full-time	Half-time
A graduate student (domestic or international) is considered full-time when registered for a minimum of:	A graduate student (domestic or international) is considered half-time and eligible for financial aid, but not department or grant support, when registered for a minimum of:
9 semester credit hours during a fall or spring semester	6 semester credit hours during a fall or spring semester
6 semester credit hours in a summer	3 semester credit hours in a summer

Add/Drop

When students need to add or drop a course, it is the student's responsibility to consult with a faculty advisor to identify reasonable substitutions and to complete the add/drop substitutions within Howdy by the deadline each semester. Cohorted students are assigned to schedules that cannot be changed. The Add/Drop period runs through the first five days of the semester. See the Academic Calendar for deadlines. After the fifth-class day, a Q-drop will be required. A **Q grade before the 12th class day** does not count toward the certification of enrollment status.

Q-Drop

Students may drop a course with no academic penalty (Q-Drop) during the official Q-Drop period; however, there are financial consequences. Students will become financially responsible for all tuition and fees. Students who drop below full-time status and are on graduate assistantship will forfeit the assistantship. The forms are available on the Registrar's Office [website](#). The form will need to be submitted to the EPSY Graduate Advising Office. A grade of Q will be recorded on the student's transcript. It is the student's responsibility to make certain the course is officially dropped by the deadline. Failure to do so may result in the record of a failing grade. **Students must consult with the course instructor and faculty advisor before submitting the Q-drop form to the Graduate Advising Office.**

Withdrawal

A student who drops all courses in a given term will be required to withdraw from the university for the semester. An official withdrawal is initiated by the student in [Howdy](#) and routed to the student's Dean or designee for approval. A student may not initiate a withdrawal after the Q-drop period ends ([see Q-drop periods](#)). However, the student's Dean or designee may, in certain circumstances, initiate a request to the registrar to withdraw a student after the deadline. For additional information about withdrawing from the University, see [Part I, Section 17](#) of the [Texas A&M University Student Rules](#). Students are reminded that withdrawing from the University **does not** dismiss the tuition and fees or repayment of student loans borrowed and may impact payment and grace periods. For questions, contact Scholarships & Financial Aid at (979) 845-3236.

Graduate Student Advising

Academic Program Advisors

Peggy Brigman
Academic Advisor III
brigman@tamu.edu

TBD
Academic Advisor TBD
TBD@tamu.edu

Academic Advisors can provide you help with the following:

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

Faculty Entering Advisor

Upon acceptance in EPSY, all graduate students are assigned a Faculty Entering Advisor. This Educational Psychology faculty member will assist you with selection of courses for your first year and other academic opportunities in the department. After receiving admission to graduate studies and enrolling, the student will consult with the assigned faculty entering advisor concerning coursework and registration.

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

Graduate Advisory Committee and Chair (M.S. students only)

A graduate student at Texas A&M University benefits from the guidance and expertise of faculty members who agree to serve on their advisory committee. After beginning the first semester, it is the responsibility of the student to schedule a meeting with their Faculty Entering Advisor each semester. These meetings should take place prior to registration for Spring (typically around the second week of October) and Fall classes (typically around the second week of March). If you do not hear from your Faculty Entering Advisor in a reasonable amount of time, you may contact one of the Academic Program Advisors.

Mentoring and advising relationships do evolve over time and research interests of students and faculty may change. Faculty are aware that their advisement roles are “temporary” until graduate students select a chair for their advisory committee. Therefore, students are always welcome to change their Faculty Entering Advisors if there is another faculty who is qualified, willing, and available to serve as a new advisor. The faculty entering advisor will serve as the committee chair until the student formally selects the chair. At that time, the student, in consultation with their faculty entering advisor, may decide to elect a co-chair. However, a co-chair is not required.

The chair (or co-chair, if applicable) of the Graduate Advisory Committee must be a member of the EPSY department faculty. Committee chairs typically conduct research within the student’s area of specialization. Advisory committees for Masters students require at least four members, one of whom is from outside of the department. The committee must be selected from members of the Texas A&M Graduate Faculty. Only graduate faculty members located on the campuses at College Station, Galveston, Texas A&M University-Temple Campus or Institute of Biosciences and Technology-Houston may serve as chair of a student’s advisory committee. Other Texas A&M University graduate faculty members, including the Texas A&M University System graduate faculty, may serve as co-chair with an individual located at College Station, Houston, Temple, or Galveston.

When a student initially approaches a faculty member about serving as chair (and co-chair, if applicable) of the advisory committee, they start a dialogue to determine if this academic relationship is a good match based on mutual research interests and other factors. Once the chair (and co-chair, if applicable) have been selected, the student and the chair (and co-chair, if applicable) determine together which faculty should be invited to serve as the other members of the advisory committee.

Committee members are typically chosen based on their expertise, although other factors may be considered. The student then meets with the identified faculty members to discuss their willingness to serve on the committee. The committee members’ electronic approval on the degree plan indicates their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for guiding all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign en masse.

Once the membership of the committee has been determined, potential changes of the chair/co-chairs or members, resulting from changes in the students’ research topic or the availability of committee members, should be approached in a direct and respectful manner. In all such discussions, the best interests of the student are the primary consideration, and there should be no fear of reprisal by faculty members. Changes in the chair/co-chairs or to members of the graduate advisory committee require petitions to the Graduate and Professional School (GPS).

The duties of the advisory committee include responsibility for the degree program, thesis proposal, and thesis. In addition, the advisory committee and chair/co-chairs are responsible for counseling the student on academic matters, and, in the case of academic deficiency, making recommendations. Additional information about the role and responsibilities of the faculty advisor/chair can be found in the Expectations for Graduate Studies at Texas A&M <https://grad.tamu.edu/>.

Degree Plan and Requirements

Degree Plan

A graduate student must file a degree plan which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. The student should develop the proposed degree plan in consultation with the advisory committee. **Masters students in EPSY must file their degree plan during the semester in which they are enrolled in their 15th hour.** Registration for future semesters is blocked until the degree plan is on file.

Students will file their degree plans using the online [Document Processing Submission System \(DPSS\)](#). The degree plan is then circulated electronically for approval from the departmental graduate advisor, committee chair/co-chairs, committee members, department head, and GPS.

Lower division undergraduate coursework (100- and 200-level) may not be used for credit toward a graduate degree. **Coursework applied to a previous degree may not be used toward a graduate degree. Coursework may not be used to satisfy requirements for more than one degree.** Additional coursework may be added to the approved degree plan by the student's graduate advisory committee if such additional coursework is needed to correct deficiencies in the student's academic preparation. Specific details and requirements for each degree program may be obtained from the student's academic department or the specific degree program requirements provided in the catalog.

Request for Consideration of LS Course Waivers

Students who enter the Masters program having completed comparable courses as those found in the course requirements, may waive select courses. Waiving a course requires the consent of the faculty advisor. Course waiver credits are limited to no more than 6 semester hours. To qualify, the courses must meet the following requirements:

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

Student Petitions

Students needing to make course changes to their degree plan, or make changes to their advisory committee, will need to submit a petition to GPS. They will do this using the [Document Processing Submission System \(DPSS\)](#).

The petition is circulated electronically for approval from the departmental graduate advisor, committee chair/co-chairs, committee members, department head, and GPS. Petitions for Waivers/Exceptions (time limit extensions, residency waivers, etc.) are also submitted using this system. Students can log in to the site to check on the progress of the petition's approval.

Graduate students may use petitions to:

- request a change of major, degree or department;
- request changes to the coursework or committee membership as set by the degree plan;
- request a leave of absence;
- request extensions to time limits; or
- request exceptions to published rules.

Course Requirements for LS Degree Plans

The Division of Learning Sciences offers three specialization areas:

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

Though each of these specializations feature common “Foundation” courses, many of the specialization courses differ. In addition, students may choose to accentuate their degree plan with a variety of electives. **All Master’s programs require 36 credit hours to graduate.** The Developmental Sciences M.S. program requires 27 credit hours of coursework and a thesis (9 credit hours) for the required 36 hours.

M.Ed. Specific Information

All three specializations offer a M.Ed. degree. The Creativity & Cognition specialization and the Learning Design & Technology specialization are offered entirely online. All three M.Ed. programs require 36 credit hours of coursework. A thesis is not required.

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

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

M.S. Specific Information

The M.S. degree is only offered in the Developmental Sciences specialization and in the traditional on-campus format. **The M.S. degree program requires 27 credit hours of coursework with 9 additional credit hours allotted for the completion of a thesis.** Contact the graduate academic advisor and your faculty advisor if you intend to switch to a M.Ed. program.

Educational Psychology M.Ed. Course Requirements for Creativity & Cognition Specialization

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (6 credit hours)

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

RESEARCH COURSES (6 credit hours)

EPSY 607	Understanding Research from a Consumer's Perspective (3 credit hrs.)
----------	--

At least one of the following courses:

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

ADDITIONAL ELECTIVE COURSEWORK (12-15 credit hours)

Choose from the following courses:

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

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

Educational Psychology M.Ed. Course Requirements for Developmental Sciences Specialization

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (6-12 credit hours)

At least two of the following courses:

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

RESEARCH COURSES (3-6 credit hours)

At least one of the following courses:

EPSY 603	Qualitative Methodologies in Educational Research (3 credit hrs.)
EPSY 622	Measurement and Evaluation (3 credit hrs.)
EPSY 607	Understanding Research from a Consumer's Perspective (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (12-21 credit hours)

Choose from the following courses:

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

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

Educational Psychology M.S. Course Requirements for Developmental Sciences Specialization

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (9 credit hours)

EPSY 648	Intelligence and Creativity (3 credit hrs.)
----------	---

At least one of the following courses:

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

At least one of the following courses:

EPSY 603	Qualitative Methodologies in Educational Research (3 credit hrs.)
EPSY 646	Issues in Child and Adolescent Development (3 credit hrs.)
EPSY 647	Lifespan Development (3 credit hrs.)

RESEARCH COURSES (9 credit hours)

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

ADDITIONAL ELECTIVE COURSEWORK (3 credit hours)

Choose from the following courses:

EPSY 632	Social and Emotional Development and Interventions (3 credit hrs.)
EPSY 633	Qualitative Research Design (3 credit hrs.)
EPSY 637	Qualitative Grounded Theory (3 credit hrs.)
EPSY 671	Interpersonal Relationships (3 credit hrs.)
EPSY 689	Developmental Neurobiology of Learning (3 credit hrs.)
EPSY 689	Temperament, Behavior Problems, and Psychopathology (3 credit hrs.)

THESIS (9 credit hours)

EPSY 691	Research
----------	----------

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

Educational Psychology M.Ed. Course Requirements for Learning Design and Technology

FOUNDATION COURSES (6 credit hours)

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

SPECIALIZED COURSES (12 credit hours)

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

RESEARCH COURSES (3 credit hours)

At least one of the following courses:

EPSY 622	Measurement and Evaluation (3 credit hrs.)
EPSY 607	Understanding Research from a Consumers Perspective (3 credit hrs.)

ADDITIONAL ELECTIVE COURSEWORK (15 credit hours)

Choose from the following courses:

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

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

Additional Opportunities (Developmental Sciences, only)

Research and Teaching Experiences in Learning Sciences (LS)

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

Teaching Opportunities

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

- **Teaching Assistant** - Assist a faculty member with aspects of a course.
- **Teaching Apprentice** - Teach a course together with a faculty member.

Note, this is done via enrolling in a 3-hr EPSY 684 "Professional Internship" Course

- **Instructor of Record** - Teach an undergraduate course on your own.

Note, this option is only available to students who have completed "Teaching Apprenticeship".

Teaching Requirements

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

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

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

Certificate Enrollment: Advanced Research Methods (ARM)

The **Advanced Research Methods (ARM) Certificate** is a stand-alone graduate-level certificate in Education & Social Sciences Advanced Research Methods (ARM), offered by the School of Education and Human Development at Texas A&M University. The program allows graduate and non-degree seeking students the opportunity to gain additional training in research methodology, and to obtain academic validation for their efforts. The Certificate testifies to a student's successful mastery of advanced competencies in education and social sciences research methods, with emphasis on quantitative or qualitative approaches. The ARM certificate facilitates students' initiation into the academic publication process and allows them to become more 'marketable' in today's competitive hiring practices, especially in the context of research universities with very high research

activity. It is a 12-hour certificate that can be added to your curriculum. This certificate may require additional courses outside of degree plan coursework. Prior to starting the coursework Students must submit Intent & Additional Curriculum forms to the Graduate Advising Office and their Faculty Advisor for approval. The intent form will then need to be submitted online. For requirements and detailed information, please visit <https://education.tamu.edu/degrees-programs/advanced-research-methods-certificate/>

If you have questions or interest in this certificate, please contact the Graduate Advising Office or email ARMcertificate@tamu.edu

Student Degree Evaluations in Howdy

The Degree Evaluation in Howdy lists all requirements that must be met for a successful completion of a student's program and a timely graduation. To view, students can go to their My Record section in Howdy:

1. Degree Evaluation
2. Generate New Evaluation
3. Choose your program; Generate Request
4. Detail Requirements:
 - After the student's degree plan is approved on all levels within the GPS system, the student will be able to see their courses required for their degree, as well as coursework that they've taken that do not directly count towards the degree.
5. Additional Information:
 - This section can be used to track the program non-course requirements, such as when the degree plan was submitted, preliminary examination, research proposal, residency requirements, admission to candidacy, doctoral defense/final examinations, and dissertation/ROS information.

Academic Policies

Student Standards

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

Scholastic Requirements

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

A graduate student will not receive graduate degree credit for undergraduate courses taken on a satisfactory/unsatisfactory (S/U) basis. A graduate student may not receive grades other than satisfactory (S) or unsatisfactory (U) in graduate courses bearing the numbers 681, 684, 693, 695, 697, and 791. These officially designated S/U courses may be listed on the degree plan, along with other courses approved and noted as S/U in the graduate catalog. Grades of A, B, C, and S are acceptable for graduate credit. For graduate students, grades of D, F or Unsatisfactory (U) for courses on the degree plan must be absolved by repeating the courses at Texas A&M University and achieving grades of C or above or Satisfactory (S). EdD students may not take additional graduate courses beyond those on their degree plan. Students who are enrolled in either 691 or 692 courses will receive a grade of Satisfactory (S), Unsatisfactory (U), or Incomplete (I). It is the practice of the EPSY faculty to assign a grade of 'I' when the work is in progress prior to the final defense. Upon successful defense and submission of all required paperwork, Incompletes (I) convert to Satisfactory (S).

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

The cumulative GPR (please refer to Student Rule 10.4.3) for a graduate student is computed by using all graded graduate (600- and 700-level) and advanced

undergraduate (300- and 400-level) coursework completed at Texas A&M University and eligible to be applied toward a graduate degree. Those involving grades of W-drop (W), Satisfactory (S), Unsatisfactory (U), and Q-drop (Q) shall be excluded. Any eligible coursework not applied toward a prior graduate degree, and not exceeding time limits, will be included in the student's GPR for the subsequent degree program.

Autonomy

Graduate students are expected to complete tasks with minimal assistance or support although faculty members are available for mentoring and guidance. The University procedures will be followed in cases where students are placed on probation due to GPAs below 3.0. (Student Rules 12.3 and 12.5).

Ethical Behavior

Students will behave in accordance with professional ethical standards. They are also expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University. Students are required to be familiar with the [Texas A&M Honor Code policies](#).

Honor Code

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

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

Academic Honesty

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

Plagiarism

Student Rule 20.1.2.35 The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. <https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System->

[Rules#Plagiarism](#) Plagiarism is not tolerated by the SEHD Graduate Programs and is considered an Academic Honesty Issue.

Research and Data Ethics

Introduction

Graduate students often work closely with faculty in the conduct of research aligned with priorities of the faculty member. Graduate students work towards dissemination of their original research at venues, conferences, and symposia appropriate to their level of development as scholars. Please refer to IRB, APA and/or GPS for questions of authorship and data ownership. All conference proposals and manuscripts must be submitted with permission of faculty member and in accordance with their role on the IRB.

Responsible conduct of research policy

Graduate students work with faculty on various types of projects. Typically, that work is categorized into one of two primary types. First and most common is the chair -doctoral student relationship. Once the two of you have mutually agreed to enter this relationship, the graduate student is obligated to request permission to submit work for presentation or publication regardless of where the data are derived from or the focus of the presentation. If the data are part of the student's own research agenda and was collected from a study designed as part of their paid assistantship, at the least, the chair/co-chair should be a co-author (subordinate to the student) on all conference proposals and manuscripts for publication.

The second most common research related relationship is that of Faculty Member-Graduate Assistant for Research (this can also be a chair or co-chair - Graduate Assistant for Research). If the data are or were part of a funded project or any other project under the direction of the faculty member, the data belongs to the faculty member not the student, regardless of the graduate student's role in collecting, organizing, storing, or analyzing the data and the student has no rights to that data. Therefore, the graduate student must obtain permission to use the data even when that data is already in the graduate student's possession.

Any document (conference or grant proposals, or manuscripts) developed should have the faculty member's name first, only be undertaken with permission of the faculty member, and only be developed under the faculty member's direct supervision. There are times when the faculty member might direct another author order, but this should happen before the development of the document(s). All authorship order that is different from the prescribed order should be negotiated before the development of any document.

The following links informed the development of this section. While these links do not form EPSY policy they may be helpful to novices in building their professional persona:

- <https://www.apa.org/research/responsible/publication/>
- <https://www.apa.org/science/leadership/students/authorship-paper.aspx>
- <http://www.aera.net/About-AERA/AERA-Rules-Policies/Professional-Ethics>

- <https://www.apa.org/science/leadership/students/authorship-paper.pdf>

Necessary pre-requisites to thesis (M.S. students only)

In addition to university guidelines for eligibility for defense of the final product for MS, the student must submit to the chair before the defense the following:

- 1) the data used in the study or studies in an organized and systematic way. The data must be identified, in an applicable format required by chair (e.g., Excel, STATA, SPSS) on media specified by the chair. EPSY recommends the student provide a flash drive that is clearly labeled with the student's name, IRB Protocol number, and year of the defense. The chair/co-chair may have additional requirements.
- 2) evidence that the IRB was closed. If the student intends to develop additional products based on the data and all permissions are secured, the student should seek IRB approval at their new institution. Failure to complete items 1 and 2, will result in the defense being cancelled and recorded as a failure. The second attempt will not be scheduled until the student has submitted the required documentation and it is satisfactory to the chair/co-chair.

APA & Reference Document Style

In general, EPSY faculty support the *Publication Manual of the American Psychology Association* (APA) for papers written in classes, as the APA style is used for theses and dissertations. Students are encouraged to purchase or otherwise utilize such works as the *Thesis Manual* or the *Publication Manual*, both available at the University Bookstore. Information on the APA style may also be found in the Evans Library Reference section or found on the Internet.

Changing Program Areas within EPSY

For a student opting to change program areas within EPSY, the student should first contact their current faculty entering advisor or committee chair, in the student's *current* program, to obtain approval. The student will then contact the faculty advisor/chair for the *new* program area to which the student seeks to change. The student must obtain approval from **both** the *current* committee chair and the program chair of the *new* program area.

Once approval from both faculty is received, the student will contact an Academic Program Advisor who will provide the necessary steps to proceed with the program change through the Document Processing Submission System (DPSS). The DPSS is the same system students use to submit the Degree Evaluation.

Changing Committee Chair or Committee Members (For M.S. students only)

Graduate students are free to select committee members from faculty qualified and willing to serve based on department guidelines and university policies as documented on the degree plan. Students may change faculty membership in their degree plan with approval and signatures from current and future committee members. Students must secure willing replacement members prior

to starting the process. Students are encouraged to consult with their current committee chair prior to considering changes in the composition of their graduate committee. If conflicts arise during this process, students should consult with the Associate Department Head/Director for Graduate studies. The most important thing for graduate students to remember is to consult with everyone involved in the process of formation and/or changing of the graduate committee prior to making any formal decisions. It is the graduate students right to change a committee member or chair or reconstitute the entire committee. Such an action must be taken prior to the final exam/final dissertation defense. A consultation with the Associate Department Head for graduate programs is strongly advised if such an action is taken. Visitors (anyone not formally declared on the student's committee in Howdy) should not be present during deliberations or voting of the preliminary exam, proposal, or final exam.

Academic Probation & Dismissal

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

Students with a semester GPR below a 3.0 will be blocked from registering for future semesters until they have met with their faculty advisor prior to the start of the next semester of enrollment. A written and signed remediation plan will be submitted to the faculty advisor and to the Associate Department Head or Director for Graduate Studies. Failure to meet and submit a signed remediation plan is a violation of probation rules and will result in dismissal from the program at the end of the semester.

Students who raise their GPR to a 3.00 within the guidelines above will be removed from academic probation; however, students cannot be removed from academic probation with any I or X grades outstanding. Any course work not applied towards a prior graduate degree, and not exceeding time limits, will be included in the student's GPR for the subsequent degree program.

Students must comply with all University, GPS, and departmental policies. In particular, degree plan requirements must be met, or the student may be removed from the program by the Department. It is the student's responsibility to secure committee chair and members, as well as all other aspects of the degree plan. Students have three attempts to complete each course required on the degree plan. After the third and final attempt, the student may be dismissed from the program by the department.

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.

Grievance Procedures

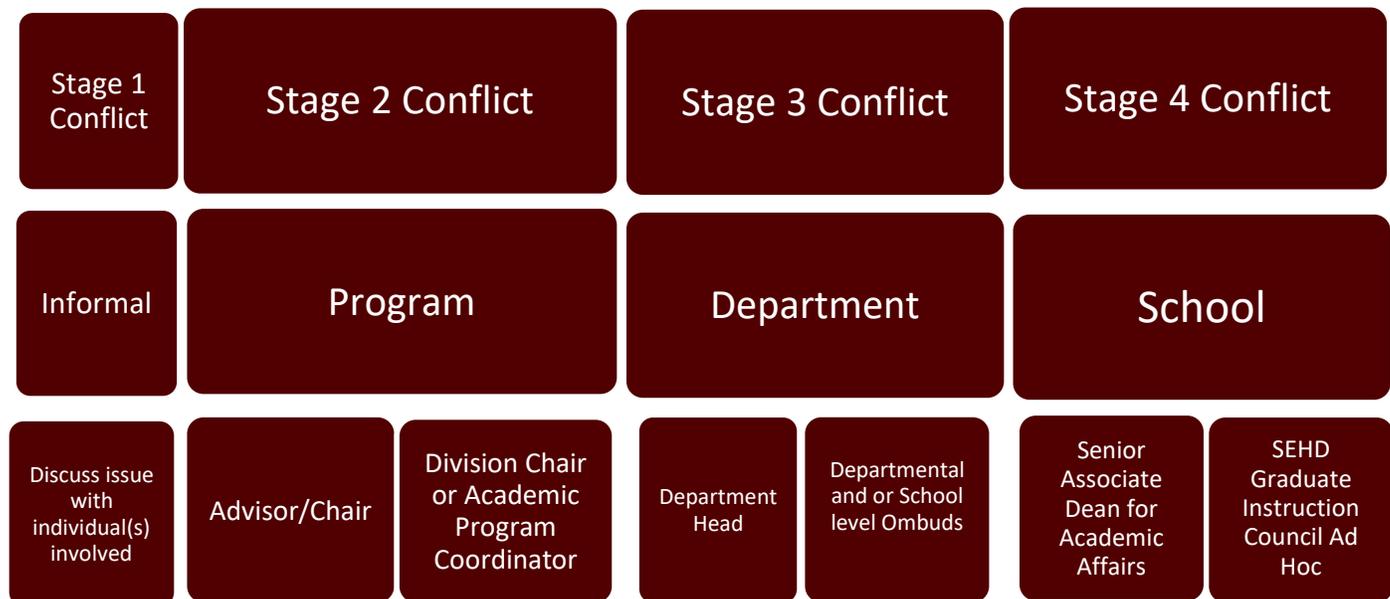
Stage 1: Grievance, issue, or conflict arises (student-faculty, student-staff, student-supervisor) and is handled informally.

Stage 2: Unresolved Stage 1 grievance or conflict will involve advisor/chair, division chair or academic program coordinator.

Stage 3: Unresolved Stage 2 grievance or conflict will involve the department head, departmental or school level Ombuds.

Stage 4: Unresolved Stage 3 grievance or conflict will involve Senior Associate Dean for Academic Affairs and CEHD Graduate Instruction Council (GIC). Student may always seek assistance from the Graduate and Professional School (GPS) Ombuds.

Graduate Student Grievance and Conflict Process



Texas A&M University students are encouraged to seek clarification and advice regarding procedures before initiating a grievance. Students are encouraged to seek assistance from the Ombuds Officer for your department.

[HOLD for link for the SEHD Grievance Process Online](#)

Ombuds Officer

The Ombuds Officer serves as an informal, neutral, and confidential resource for graduate students to discuss questions and concerns related to their graduate experience. The university is a large and complex institution and graduate students often play multiple roles (e.g., student, research collaborator, instructor, technician, peer). Misunderstandings and conflicts can arise in any one of these roles. Having a safe, off-the-record conversation with an Ombuds Officer can be a first step if you do not know where to turn. The Ombuds Officer is here to help graduate students identify options for addressing concerns and will promote a fair and impartial process for all parties involved.

The Graduate and Professional Student Ombuds Officer is guided and informed by the [Code of Ethics and Standards of Practice](#) of the International Ombudsman Association. The ombuds officer promotes the University mission of excellence in graduate education by providing a service to support and facilitate environments in which graduate students can thrive and prosper.

The Ombuds Officer can:

1. Listen and help you achieve a greater understanding of the problem.
2. Help you find information applicable to your situation and identify possible solutions to your problem.
3. Explain University policies and procedures and how they apply to your specific case.
4. Help you identify options for resolving conflicts with colleagues, staff, faculty, and advisors.
5. Help you achieve fair and equitable solutions to problems.
6. Facilitate communication among people in conflict.
7. Provide other types of assistance to help you resolve a problem informally.
8. Refer you to formal grievance or appeal procedures if you wish to engage in a formal process.
9. Identify trends or patterns of complaints that might be systemic.
10. Offer recommendations for changes to policies/procedures that appear outdated or problematic, while maintaining confidentiality.

The Ombuds Officer cannot:

11. Advocate for the University or the student, or any particular point of view.
12. Make or change University decisions, rules, or policies.
13. Set aside a decision or supersede the authority of another University official.
14. Participate in formal grievance procedures.
15. Provide legal advice.
16. Conduct formal investigations.

You might want to contact the Ombuds Officer when:

17. You need an impartial, independent, and confidential person to listen.
18. You think someone at the university has treated you unfairly.
19. You have an issue that you and others have not been able to resolve and that you would prefer not to address through formal channels.
20. You are not sure how to interpret a University policy or procedure or how it applies to your situation.

21. You feel that a University policy, procedure, or regulation has been applied unfairly, or itself is unfair or ambiguous.
22. You have a problem that requires an outside party to help facilitate communication and/or negotiate a solution.

The Ombuds Officer hears about a wide range of graduate student experiences and concerns.

Some common concerns include:

23. Academic related issues (grade disputes, testing procedures, instructor/student misunderstandings, etc.)
24. Intellectual property
25. Interpersonal conflicts, lab politics, and problems with workplace climate
26. Professional ethics
27. Advice on how to have difficult conversations
28. Concerns about procedural fairness or due process
29. Conflicts between graduate students and their research advisors
30. Concerns about inequities in work expectations and/or funding opportunities
31. Disagreements with or misunderstandings of university policy/procedure
32. Cultural conflicts
33. Concerns about unethical or inappropriate behavior

Ombuds Officer contact information

EAHR	Krista Bailey	kristabailey@tamu.edu
EPSY	Krystal Simmons	ktcook@tamu.edu
KNSM	Paul Batista	pbatista@tamu.edu
TLAC	Patrick Slattery	pslattery@tamu.edu

Ombuds Officer for Graduate and Professional School

112 Jack K. Williams Administration Building
 1113 TAMU School Station, TX 77843-1113
 979-845-3631
ombuds@tamu.edu

Please be advised that confidentiality cannot be ensured in email communication. Thus, we discourage you from sending sensitive information via email.

Texas A&M University
School of Education and Human Development
Graduate Student Concern Form

Name: _____ UIN: _____ Date: _____

Address: _____

Telephone: _____ TAMU Email Address: _____

Department: EAHR EPSY KNSM TLAC

Classification: G6 (Non-degree Seeking) G7 (Masters) G8 (Doctoral)

Please indicate who your concern is regarding: Faculty Member Staff Member Student

Have you met with this person regarding your concern, as this is the first step to a resolution?

Yes No

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student signature:

Please submit this form to your department's Associate Department Head.

EAHR: Dr. Elizabeth Roumell (earoumell@tamu.edu)

EPSY: Dr. Noelle Sweany (nsweany@tamu.edu)

KNSM: Dr. Jiling Liu (dalingliu@tamu.edu)

TLAC: Dr. Debra McKeown (debramckeown@tamu.edu)



Policy and Practices for Student Concerns, Complaints, and Grievances

In the course of their professional training, graduate 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 (<https://student-rules.tamu.edu/studentgrievanceprocedures/>) and specific instances in which a grievance can be filed. Consistent with university procedures, the School of Education and Human Development follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

Guiding Terms

Bullying Behaviors include (but are not limited to):

- Intimidating, degrading, humiliating others, and threatening university and school climate and diversity objectives.
- Outcomes of bullying: At the post-secondary level, bullying results in the loss of trained and talented employees, reduces morality and productivity, and can have negative physical impacts.
- Reinforcers of bullying:
 - Limiting opportunities for open and honest dialogue
 - Lack of reporting mechanisms for inappropriate behaviors

Civility is claiming and caring for one's identity, needs and beliefs without degrading someone else's in the process. (Spath, T., & Dahnke, C., The Institute for Civility in Government).

Conflict is a struggle or difference between opposing ideas, needs, beliefs, values or goals (The Center for Change and Conflict Resolution).

Grievances are defined as a problem, concern or complaint about work, a person with whom you have contact at work, or the work environment.

Departmental Ombuds Representatives for Graduate Students

Educational Administration and Human Resource Development – Krista Bailey

Educational Psychology – Krystal Simmons

Kinesiology and Sports Management – Paul Batista

Teaching, Learning, and Culture – Karen Rambo Hernandez



Stages in the Grievance and Conflict Resolution Process

Refer to the graphics on the proceeding pages for visual aides to supplement these stages.

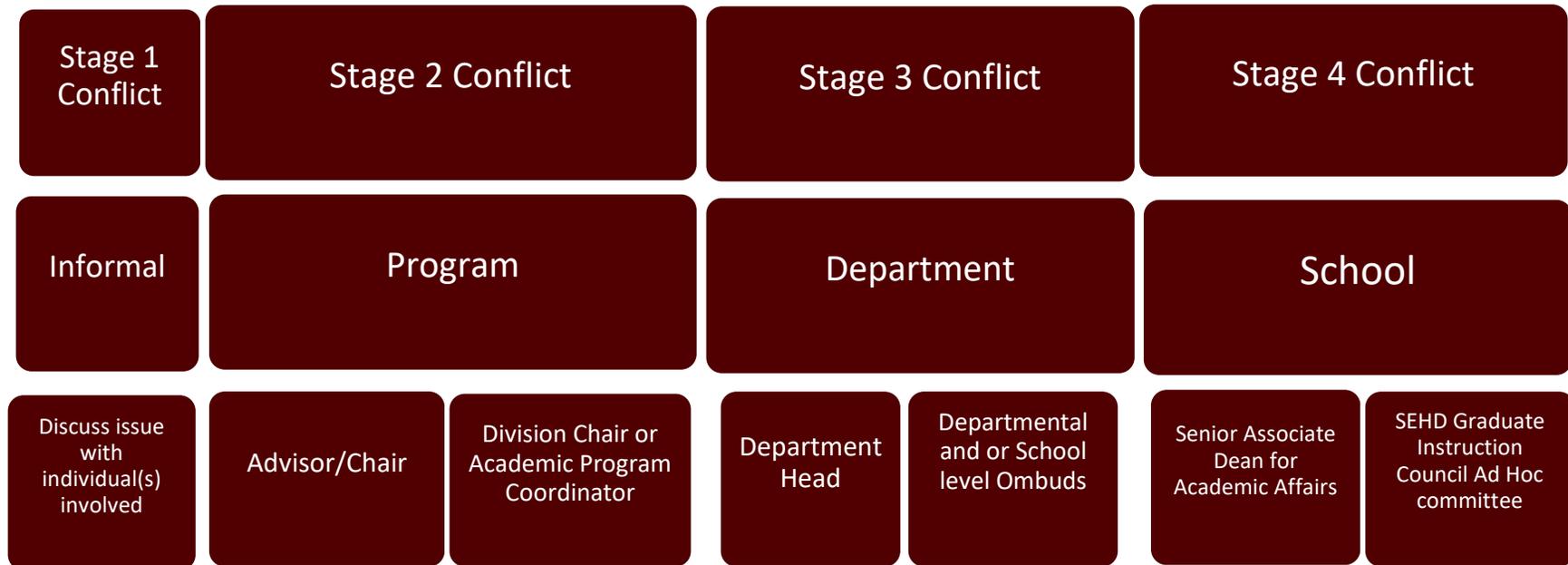
Stage	Procedure
<p>Stage 1 First step in grievances and/or interpersonal conflict</p>	<p>As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern within their program/department. If efforts to communicate directly 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.</p> <p>The grievance or conflict should be resolved as soon as possible. Individuals are encouraged to use conflict management resources found on the MySEHD Page. You may also contact your departmental Ombuds to assist.</p>
<p>Stage 2 Unresolved Stage 1 grievance or conflict which may require assistance in resolution</p>	<p>When conflict/situations remain unresolved, students may seek guidance from their advisor/chair, or the faculty member who coordinates the academic program. Depending on the situation and context, students 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 resource is to meet with the department head.</p> <p>Parties may also consider voluntary mediation. Mediation is a voluntary process that begins when the parties involved in the conflict agree to meet together with a neutral person identified by SEHD as a mediator. The objective of mediation is to work out a mutual, written agreement between the parties regarding how to move forward in the future.</p> <p>A university resource for student-involved mediation is available.</p> <p>Conflicts involving a Supervisor: In the event the grievance or conflict involves an individual’s direct supervisor or the individual does not feel comfortable raising the conflict directly to their supervisor, the student shall inform the person to whom their director supervisor reports.</p>
<p>Stage 3 Department head-level involvement</p>	<p>A student can request to meet with the respective department head to discuss previous attempts to resolve conflict and to seek guidance or resolution. The student may also contact their department Ombuds. Each department has an appointed Graduate Ombudsperson. At this point, the student will decide whether to present the conflict/issue as a formal complaint/grievance to the School’s Senior Associate Dean for Academic Affairs. If a complaint or issue involves an individual outside of the department or university, the student will work with the department head to determine an appropriate course of action and consult with the School and outside entities as appropriate.</p>



<p>Stage 4 School-level involvement</p>	<p>Once the department head renders or advises the student on a course of action, if the student is unsatisfied, the student may elect to advance the grievance to the School level for further consideration. In most cases, the School’s Senior Associate Dean for Academic Affairs will communicate with the student and recommend any further action.</p> <p>It is important to note that whenever there is a 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.</p> <p>At the School-level, there is a Professional Concerns Ad-hoc Committee made of Graduate Instruction Council (GIC) members which may be called by the School’s Senior Associate Dean for Academic Affairs to review the grievance or graduate student concern and offer a recommendation.</p> <p>Students may also contact the Ombuds for the Graduate and Professional School (ombuds@tamu.edu) or 979-845-3631. https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services</p> <p>Formal Grievance Submission Processes</p> <ul style="list-style-type: none">• Title IX: Sexual Discrimination, Sexual Harassment, Sexual Assault and Violence• Graduate and Professional School Grievances and Appeals• Texas A&M Student Grievance Procedures
--	---



Graduate Student Grievance and Conflict Process



Stage 1: Grievance, issue, or conflict arises (student-faculty, student-staff, student-supervisor) and is handled informally.

Stage 2: Unresolved Stage 1 grievance or conflict will involve advisor/chair, division chair or academic program coordinator.

Stage 3: Unresolved Stage 2 grievance or conflict will involve the department head, departmental or school level Ombuds.

Stage 4: Unresolved Stage 3 grievance or conflict will involve Senior Associate Dean for Academic Affairs and CEHD Graduate Instruction Council (GIC). Student may always seek assistance from the Graduate and Professional School (GPS) Ombuds.

Texas A&M University
School of Education and Human Development
Graduate Student Concern Form

Name: _____ UIN: _____ Date: _____

Address: _____

Telephone: _____ TAMU Email Address: _____

Department: EAHR EPSY KNSM TLAC

Classification: G6 (Non-degree Seeking) G7 (Masters) G8 (Doctoral)

Please indicate who your concern is regarding: Faculty Member Staff Member Student

Have you met with this person regarding your concern, as this is the first step to a resolution?

Yes No

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student signature:

Please submit this form to your department's Associate Department Head.

EAHR: Dr. Elizabeth Roumell (earoumell@tamu.edu)

EPSY: Dr. Noelle Sweany (nsweany@tamu.edu)

KNSM: Dr. Jiling Liu (dalingliu@tamu.edu)

TLAC: Dr. Debra McKeown (debramckeown@tamu.edu)