

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
GRADUATE STUDENT
HANDBOOK

Division of Learning Sciences
PhD Programs
2023-2024

Texas A&M University

Table of Contents

Graduate Student Handbook.....	1
Table of Contents.....	2
Department Introduction.....	6
Division Introduction.....	7
Getting Started Guide for EPSY Learning Sciences (LS) Graduate Students.....	8
School, Department, & Division Leadership	8
Graduate and Professional School (GPS) Governance	8
Active Division of Learning Sciences Faculty	9
Graduate Student Association (GSA)	10
Transportation & Parking.....	10
Howdy Portal & Resources.....	10
TAMU NetID	10
TAMU Email	10
Google Team Drive.....	11
Registering for Classes	11
MyRecord.....	11
Online Learning Platform (Learning Management Systems)	11
Other Important Information & Resources.....	11
Student Mailboxes	11
Purchase Software.....	11
MyAggieCard.....	11
Medical Insurance	11
Aggie Ring	12
Important Resource Websites	12
Graduate Assistantships	13
EPSY Graduate Assistantship Guidelines	13
Assistantship Plan	13
Graduate Assistant Categories and Duties	15
Graduate Assistant – Teaching (GAT).....	15
Graduate Assistant Non-Teaching (GANT).....	15
Graduate Assistant Research (GAR)	15
Teaching Assistant Institute (TAI).....	15
Graduate Assistantship Compensation.....	15
Requirements for Graduate Assistants.....	16
Mentoring, Advising, and Coaching Guidelines.....	17
Center for Teaching Excellence (CTE) and Attendance Certification	17
International Students.....	17
Additional Information.....	17
Minimum Syllabus Requirements.....	17
HR Department.....	17

Office Keys	17
Department Laptop	17
Financial Aid, Tuition, Fees, and Scholarships	18
Financial Aid	18
General Program Cost Information	18
Payment of Tuition and Fees.....	18
Obligation to Pay Tuition & Fees.....	18
Graduating Students Financial Obligation.....	19
Installments	19
Fees and Costs of Cancelling Your Registration	19
Cancellation for Nonpayment of Tuition or Fees	20
Distance Education and Nontraditional Fees.....	20
EPSY Graduate Student Travel Grants & Guidelines	20
Purpose	20
Guidelines.....	20
Funding Preference	21
Extent of Awards.....	21
Application Procedure.....	21
PhD Awards and Scholarships	21
Registration & Enrollment	23
Class Registration.....	23
Enrollment Status	23
Add/Drop	23
Q-Drop	24
Withdrawal.....	24
Graduate Student Advising	25
Academic Program Advisors.....	25
Faculty Entering Advisor.....	25
Committee Chair	26
Graduate Advisory Committee.....	26
Degree Plan & Requirements.....	28
Degree Plan	28
Transfer of Credit for Doctoral Degrees.....	28
Request for Consideration of LS Course Waivers	29
Student Petitions.....	29
Course Requirements for LS Degree Plans.....	29
Developmental Sciences (Ph.D.)	30
Learning Design & Technology (Ph.D.)	31
Additional Opportunities	32
Research and Teaching Experiences	32
Teaching Opportunities	32
Teaching Requirements.....	32

Certificate Enrollment: Advanced Research Methods (ARM)	32
Residence Requirements	33
Distance Education Restrictions	33
Course Time Limit	33
99-Hour Cap on Doctoral Degrees	34
Student Degree Evaluations in Howdy	34
Annual Evaluation of Student Performance	34
Doctoral Portfolio (Electronic Format)	35
Advance to Doctoral Candidacy	36
Preliminary Examination	36
Preliminary Examination Scheduling	36
Preliminary Examination Policy	37
Preliminary Examination Content	37
Preliminary Examination Format	37
Format of the Written Preliminary Examination in Learning Sciences	38
Submission of Written Examinations and Feedback.....	38
Oral Examination	39
Report of Preliminary Examination	39
After Completing Preliminary Examination	39
Retake of Failed Preliminary Examination	39
Admission to Candidacy.....	40
Final Examination for Doctoral Students	40
Report of Final Examination	41
Dissertation.....	41
Pre-Defense Publication of Dissertation Material.....	41
Use of Classified and Proprietary Information in Dissertation	41
Dissertation Research Proposal	42
Dissertation Defense	42
Proposal/Exam Forms	43
Graduation.....	43
PhD Graduation Rubric	44
Letter of Completion.....	44
Academic Policies.....	45
Student Standards	45
Scholastic Requirements	45
Autonomy	46
Ethical Behavior.....	46
Honor Code.....	46
Academic Honesty	46
Plagiarism	47
Research and Data Ethics	47
Introduction.....	47

Responsible conduct of research policy	47
Necessary pre-requisites to dissertation, thesis, or record of study defense.....	49
APA & Reference Document Style	59
Changing Program Areas within EPSY	49
Changing Committee Chair or Committee Members	49
Academic Probation & Dismissal	50
Student Grievance Process	50
Grievance Procedures.....	52
Ombuds Officer	53
The Ombuds Officer can:	53
The Ombuds Officer cannot:.....	53
You might want to contact the Ombuds Officer when:.....	53
Some common concerns include:.....	54
<i>Ombuds Officer contact information</i>	54
SEHD Requirements/Resources.....	55
Graduate Student Concern Form:	55
Grievance Policy and Form:.....	56

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.

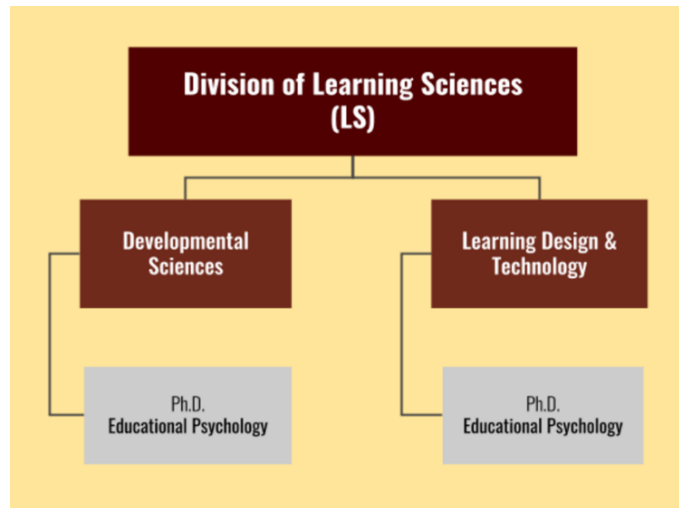
One of the four departments in the School of Education and Human Development, EPSY, is currently home to over 300 undergraduate students, 400 graduate students, 49 faculty members and 32 staff members. EPSY administrative offices are located on the 8th floor, and faculty offices are in Harrington Tower.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

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

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. **PhD students must be a current member of EPSO to be eligible for departmental travel funding.** 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/>

Graduate Assistantships

EPSY Graduate Assistantship Guidelines

The Department of Educational Psychology (EPSY) has a long tradition of supporting PhD students during doctoral studies. A full range of Graduate Teaching Assistantships, Graduate Research Assistantships, Merit Fellowships and Scholarships, Tuition Reimbursements, Work Study Assignments, and Mentorships in Teaching with Faculty are available **only to PhD students in EPSY**. The EPSY department provides abundant opportunities for PhD students to advance skills in teaching, research, and service to fully prepare our students for a successful academic career in higher education and other educational research environments.

The mission statement of EPSY emphasizes mentorship and growth in teaching, grant writing, and research for all our graduate students, and GA positions are provided that enhance a well-rounded doctoral experience. While many Graduate Assistantships and Scholarships are available for PhD students, there are limits to funding that vary from year to year. While EPSY cannot guarantee GA positions or scholarships for all students every semester, the department will make every effort to equitably distribute access to the various funding sources for all students.

To be eligible for EPSY assistantships, the student must be enrolled **full-time (9 hours)** for the entire length of their employment period. The general guidelines below are established to help PhD students understand the process of awarding GA positions and to encourage everyone to work collaboratively to advance a well-rounded experience for all students. Applications to apply for a Graduate Assistantship will be made available by the Associate Department Head/Director for Graduate Studies each spring semester.

Assistantship Plan

1. Merit-based Graduate Assistantships are available in EPSY for a limited number of full-time PhD students every semester. Master's degree students and EdD 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. Graduate Assistantships in EPSY may be provided for teaching, grading, research, or special departmental needs. Every Graduate Assistantship award is based on merit, exceptional performance in previous assignments, evaluations by the faculty mentors, student evaluation scores (for GATs), and department needs.
2. Duration: Graduate Assistantships in EPSY for PhD students are not guaranteed. However, if awarded, students will receive **no more than 3 years** of departmental funded support. A Graduate Assistant who receives *any* funding from EPSY during an academic year is considered to have received *one full year* of EPSY funding. Any departmental support provided to a PhD student in a semester – whether in the form of salary, tuition, or benefits – will count toward a year of EPSY support. To clarify, if a student receives 5 hours, 10 hours, or 20 hours of GA support for a semester and/or any support for tuition and/or benefits from the department (no matter the number of hours or dollar value), then the student is considered to have

received a full year of Graduate Assistantship benefits from EPSY.

3. The department encourages students to secure funding from grants with professors, scholarships from SEHD, GPS, CTE, MSC, and work study activities in the university, graduate assistantships in other departments, centers, or institutes, and/or loans to provide support for tuition and benefits. Funding from grants and other sources external or internal to EPSY do not count toward EPSY funding for graduate students.
4. Summer funding is occasionally available. Priority for summer funding from EPSY will be awarded based on merit, exceptional performance in previous assignments, departmental needs, and student progress toward graduation. If a PhD student receives any summer funding for salary, tuition, or benefits, this will not count toward the 3-year limit on EPSY funded Graduate Assistantships.
5. The Associate Department Head for Graduate Studies, in consultation with the Academic Program Chairs and the Graduate Committee, selects and appoints all Graduate Assistants. This decision of who receives a Graduate Assistantship is based on several factors including: departmental needs, recommendations from Academic Program Chairs, availability of funds, academic credentials, English Language Proficiency scores for international students, Center for Teaching Excellence certification, annual mentor evaluations, full time status, previous years of support, match of skills with research, and competency in teaching and research needs for the position.
6. Students who do not receive EPSY funded assistantships are encouraged to seek funds outside of the department from sources such as: Graduate and Professional School (GPS), Center for Teaching Excellence (CTE), Memorial Student Center (MSC), external faculty grants, and other departments in SEHD or the University.

The awarding of a graduate assistantship is contingent upon the successful completion of a criminal background check as required by Texas A&M University Regulation 33.99.14 governing all employees. The details of this regulation can be found on the web at <http://rules-saps.tamu.edu/pdfs/33.99.14.m1.pdf>.

By signing the contract for the assistantship, the student acknowledges that they will complete all online training required by Texas A&M University, abide by all rules and regulations of Texas A&M University, and attend all orientation and training meetings.

Graduate Assistant Categories and Duties

There are three classifications of Graduate Assistants: Graduate Assistant Teaching (GAT), Graduate Assistant Non-Teaching (GANT), and Graduate Assistant Research (GAR).

Graduate Assistant – Teaching (GAT)

Prior to being hired, GATs must attend all required trainings before interacting with students. They must:

- Complete the Teaching Assistant Institute (TAI) Online Preparation Course.
- Attend the face-to-face Teaching Assistant Institute provided by the Center for Teaching Excellence (CTE).
- Submit the TAI certificate to the Associate Department Head for Graduate Studies.
- Attend the department GAT training offered at the beginning of the semester.
- For those Graduate Assistants who will be teaching a class as a GAT, your syllabus must be sent electronically to your faculty mentor.

Graduate Assistant Non-Teaching (GANT)

GANT (Graduate Assistant Non-Teaching but supporting faculty courses). GANTs must:

- Attend the Department meeting of all GAs at the beginning of the semester. An email will be sent with detailed information.
- GANTs must also attend the Teaching Assistant Institute (TAI).

Graduate Assistant Research (GAR)

GAR (Graduate Assistant for Research supports faculty journals, centers, grants, and other research projects). GARs must:

- Attend the Teaching Assistant Institute (TAI) if they will have any contact with Pre-K through 12 students.
- Attend the meetings of all Graduate Assistants (GAT, GANT, GAR).

Teaching Assistant Institute (TAI)

The Teaching Assistant Institute (TAI), hosted by the Graduate and Professional School and the Center for Teaching Excellence, is a one-day face-to-face course with additional online modules designed to prepare graduate students for School classroom teaching. TAI is offered every year at the beginning of the fall and spring semesters and is required for new TAs who serve as recitation leaders, laboratory instructors, and/or full responsibility lecturers. The schedule for these trainings can be found at <https://cte.tamu.edu/Featured-Programs/Teaching-Assistant-Institute>

Graduate Assistant Compensation

Explicit Understandings:

(Rates are accurate as of 2022-2023 SY)

1. A graduate student assigned 20 hours is considered full-time by EPSY.
 - For accounting and grant budgeting purposes, 20 hours = 50% time, 10 hours = 25% time.

2. Current Doctoral Student Salary (20 hours) is \$1750 per month for 9 months.
3. Approximate Costs for 9-month doctoral student is \$4,954 (Tuition) + \$18,900 (salary fringes 20%, insurance) = \$23,854.
4. If a graduate student is funded for 10 hours by the department, the student will need to secure an additional 10 hours to be eligible for health insurance and tuition support. A graduate student with only 10 hours of support is not eligible for tuition support or insurance.
5. If a graduate student is funded 10 hours by external funds, funding by the department for the additional 10 hours is based on needs in the department and advance approval by the department.
6. Students will follow the Texas A&M Staff and Faculty holiday dates as set forth by the University.

Requirements for Graduate Assistants

All Graduate Assistants (both Teaching and Non-Teaching) will complete all online training required by Texas A&M University, abide by all rules and regulations of TAMU, and attend all orientation and training meetings. This includes the Center for Teaching Excellence (CTE) certification before you are employed in a GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research for those having any contact with Pre-K through 12 students).

All Graduate Assistants must apply with all CTE requirements, all university employment requirements, and all departmental policies and procedures. Your salary will not begin until you have secured CTE certification and attended the departmental seminar of all Graduate Assistants (GAT, GANT, and GAR). This seminar is mandatory, and it is expected that you attend and participate as part of your roles and responsibilities. Your employment is based on **university hours, Monday through Friday, from the beginning until the end of the semester on the university staff calendar.**

Graduate Assistant Teaching (GAT): A GAT, who teaches their own course, will be assigned a faculty mentor. Your syllabus must be sent electronically to their faculty mentor by August 15 for the Fall semester and January 15 for the Spring semester. Minimum syllabus requirements:

<http://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf>. Your faculty mentor will assign specific times and tasks. It will be your responsibility to contact your mentor and schedule at least two observations; one prior to midterm. The mentor will complete an evaluation and provide feedback following the scheduled observation. You must register your course for both midterm and final evaluations using the PICA system pica.tamu.edu. You are responsible for sending the statistical data and feedback from students to your assigned mentor within one week of receiving the results.

Graduate Assistants Non-Teaching (GANT) and Graduate Assistant Research (GAR): The University **requires that all GANTs and GARs receive a summative evaluation by the supervising professor.** This includes graduate assistants for large classes as well as graduate assistants for research. Your response to this evaluation is required. This system is administered online.

Mentoring, Advising, and Coaching Guidelines

All faculty serving as mentor/advisor/coach to a graduate student are expected to exercise responsible guidance practices. An online evaluation portal is used to monitor progress of all graduate assistants who are GAR/GAT/GANT. Faculty mentors/advisors/coaches will complete a brief on-line evaluation of each funded GAR/GAT/GANT under their supervision each semester. Graduate Assistants must review and comment on the evaluations.

Center for Teaching Excellence (CTE) and Attendance Certification

GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research for those having any contact with Pre-K through 12 students) students must complete the Center for Teaching Excellence (CTE) certification. CTE is a one-time certification. **GAT/GANT/GAR salaries will not begin until you have secured CTE certification and ELP certification (international students) and attended a meeting of all Graduate Assistants (GAT, GANT, and GAR).**

International students

International students must also secure English Language Proficiency certification. If international graduate students who wish to serve in teaching positions do not achieve requisite standardized test scores prior to enrollment, they can certify by taking the on-campus English Language Proficiency Exam (ELPE). Registration deadlines exist. Spots fill quickly. For registration information, visit [Testing Services](#).

Additional Information

Minimum Syllabus Requirements

A checklist of minimum syllabus requirements for courses taught at TAMU can be found online: <http://registrar.tamu.edu/registrar/media/curricular-services/curricular%20approvals/course%20approvals/coursesubmissionchecklist.pdf>. A syllabus template, ADA and Academic Integrity Statements, an Attendance Policy, and Grading Scale Examples can be found at <https://registrar.tamu.edu/Our-Services/Curricular-Services/Curricular-Approvals/Course-Approvals#2-MinimumSyllabusRequirements>.

HR Department:

Upon arrival to campus, graduate assistants must complete initial employment forms in both the EPSY administrative offices, 8th floor Harrington Tower and in the Dean's Office in room 803 Harrington Tower.

Office Key, Copier Code, and Weekend Access:

The EPSY administrative office will gladly assist you in obtaining these resources. Please schedule an appointment with Cathy Watson (cwatson@tamu.edu) to obtain these items.

Department Laptops for Graduate Assistants:

Texas A&M Libraries have Computing and Electronic Resources for students to Loan or Rent for periods of time. Students can rent these resources from the Annex Library. There are also Open Access Labs across campus, allowing students to use university computers and printers across campus. For more information, visit oal.tamu.edu

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.

A limited number of EPSY Scholarships, Fellowships, and Graduate Assistantships are available for PhD students. For application information, please contact 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, and room and 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/EPsy 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 Academic 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.

PhD Awards and Scholarships

There are many awards and scholarships available to PhD students based on specific criteria. Some of these awards currently available are listed in the matrix below. Faculty members nominate PhD students for these awards. If you believe that you might be eligible for any of these awards, please speak with a faculty member. The Graduate Advising Office does not have information on these awards. If you would like more information, **please visit the available websites listed below and/or speak to a faculty member:** Additionally, please check with your department for other competitive Departmental Scholarships.

Award	Due Date	Origination
PEO Fellowship awarded by GPS SEHD nomination	Sept/Oct	GPS
Dissertation Fellowship Awards Awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/dissertation-fellowships	November	GPS
Buck Weirus Spirit Award https://www.aggienetwork.com/buckweirus/	Late Dec/Early Feb	TAMU
Graduate Merit Fellowship awarded by GPS from SEHD nominations	January	GPS

Pathways to the Doctorate Program awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/pathways-to-the-doctorate-collaboration-grants-and-fellowships	January	GPS
Aviles Johnson Fellowship awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/what-is-the-aviles-johnson-fellowship	February	GPS
AFS Distinguished Student Award for Research and Teaching https://grad.tamu.edu/knowledge-center/funding-and-benefits/distinguished-graduate-student-award	February	AFS
Gramm Fellows Award awarded by GPS from SEHD nominations https://grad.tamu.edu/knowledge-center/funding-and-benefits/u-s-senator-phil-gramm-doctoral-fellowship-information	February	GPS
George W. Kunze awarded by GPS from SEHD nominations. https://grad.tamu.edu/knowledge-center/funding-and-benefits/texas-a-m-distinguished-dissertation-award-information	April	GPS
Lohman/Heep Fellowship SEHD award	June	SEHD
Jane and Collie Conoley Fellowship SEHD award	June	SEHD
Thornberry Fellowship SEHD award	June	SEHD
Lechner Graduate Grant	June	GPS

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.
- PhD qualifying exam information.
- Record of addresses and phone numbers of current graduate students.
- Applications for professional organizations.
- Campus maps and community information.
- Information about regulations and services for international students.

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.
- Identifying research projects 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. ***Before the completion of 36 hours, a student should have met, consulted with, and chosen a faculty chairperson for his/her dissertation.***

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). Once you receive the name of your faculty entering advisor, contact him/her immediately. 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.

Committee Chair

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 Graduate 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. Students should directly notify their faculty entering advisor if they decide to be advised or chaired by another faculty member. Note that, faculty members have the authority to accept or decline invitations from students to serve as the advisor/chair depending on their ongoing advising and professional commitments. If there is not a new faculty advisor available, students will continue working with their faculty entering advisor as assigned when the student entered the program. The faculty entering advisor will serve as the committee chair until the student formally selects the Chair via submission of the online Degree Evaluation. 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 advisory committee must be a member of the EPSY department faculty. Committee chairs typically conduct research within the student’s area of specialization (either Developmental Sciences or Learning Design and Technology). 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) has 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.

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/>.

Graduate Advisory Committee

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. It is the student’s responsibility to form an advisory committee, *in consultation with their selected chair*. This is done by completing a degree plan, which is signed by the faculty members who agree to serve on the advisory committee. Students in the Ph.D. program must select their chair and/or co-chair, form their advisory committee, and file their degree plan before the end of their fourth regular semester in residence, excluding summer semesters.

Doctoral advisory committees should consist of at least four members of the graduate faculty. The student’s chair must be a full-time member of the department and program area, and at least one or more of the members must be from a department other than the student’s major department. 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 graduate 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. 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.

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. 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 committee require petitions to the Graduate and Professional School (GPS).

Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign *en masse*. The chair of the committee, who usually has immediate supervision of the student's research and dissertation has the responsibility for calling all meetings of the committee. The duties of the committee include guidance on the approved courses for the proposed degree plan, the research proposal, the preliminary examination, the dissertation format, and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Graduate and Professional School.

Degree Plan and Requirements

Degree Plan

A graduate student must file a degree plan that includes those courses to be applied toward a particular degree and formally establishes the advisory committee. The student's advisory committee will evaluate the student's previous education and degree objectives. The committee, in consultation with the student, will develop a proposed degree plan and outline a research problem that, when completed, as indicated by the dissertation, will constitute the basic requirements for the degree. **The degree plan must be filed with the Graduate and Professional School during the semester in which the student is enrolled in the 36th hour, and no later than 90 days prior to the preliminary examination.** Registration for future semesters is blocked until the degree plan is on file. 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 advisory committee if such additional coursework is needed to correct deficiencies in the student's academic preparation.

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. Courses listed on the degree plan are subject to degree program time limits. Please refer to the Time Limits section in each degree program section in which the student is presently enrolled. Changes in the approved degree plan may be made by petition to the Graduate and Professional School. No changes can be made to the degree plan once the student's Request for Final Examination or Request for Final Examination Exemption is approved by the Graduate and Professional School.

Transfer of Credit for Doctoral Degrees

Courses for which transfer credits are sought must have been completed with a grade of B or greater and must be approved by the student's advisory committee and the Graduate and Professional School. These courses must not have been used previously for another degree. Credit for "internship" coursework in any form is not transferable. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for coursework taken by extension is not transferable.

Coursework **that no formal grades are given, or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit.** Credit for coursework submitted for transfer from any School or University must be shown in semester credit hours or equated to semester credit hours. Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course

was not applied for credit toward the degree must be submitted to the Graduate and Professional School. Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university that transfer courses are taken must be sent directly to the Office of Admissions. **The Graduate Committee of the Department Educational Psychology will review and approve all requests for transfer credits.**

Request for Consideration of LS Course Waivers

Students who enter a Ph.D. program in the Learning Sciences having completed comparable courses as those found in the core requirements (see Course Requirements below), may waive select courses. The student should discuss possible course waivers with their committee chair. Review and approval by the instructor for the course(s) is required before the course may be waived. This process ensures the courses are comparable and the student demonstrates requisite knowledge and skills for the required course(s). Credits for course waivers are limited to no more than 6 semester hours.

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. Petitions for Waivers/Exceptions (time limit extensions, residency waivers, etc.) are also submitted using this system.

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.

Each petition will be considered on its own merit by the Associate Provost for Graduate and Professional Studies. The student should make such requests by submitting either a Major, Degree, or Department petition (MDD) or a Long Form petition. . Petitions are submitted through the Document Processing Submission System (DPSS) at <https://ogsdps.tamu.edu/>. The petition will be routed for the required approval by the members of the student's advisory committee, if appointed, and the department head, or his or her designee (or chair of the intercollegiate faculty, if appropriate). Students are able to log in to the site to check on the progress of the petition's approval.

Course Requirements for LS Degree Plans

Required Course Credit Hours

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

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

FOUNDATION COURSES (9-12 credit hours)

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

At least one of the following courses:

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

SPECIALIZED COURSES (12-18 credit hours)

At least two of the following courses:

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

At least one of the following courses:

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

RESEARCH COURSES (minimum 21 credit hours)

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

DISSERTATION RESEARCH (minimum 12 credit hours)

EPSY 691	Dissertation Research Hours (variable credits)
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ADDITIONAL ELECTIVE COURSEWORK (15 credit hours)

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

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- The Developmental Sciences specialization requires. Minimum of 64 credits beyond a Master's degree to earn a Ph.D. (the minimum is 96 credits without a Master's degree).
 - Course requirements may be waived for students who have successfully completed comparable graduate coursework and/or demonstrate requisite knowledge and skill.

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

FOUNDATION COURSES (*9 credit hours*)

EPSY 602	Educational Psychology (<i>3 credit hrs.</i>)
EPSY 673	Learning Theories (<i>3 credits</i>)
LDC 654	Instructional Design (<i>3 credit hrs.</i>)

SPECIALIZED COURSES (*minimum 15 credit hours*)

At least two of the following courses:

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

At least two of the following courses:

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

RESEARCH COURSES (*minimum 21 credit hours*)

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

DISSERTATION RESEARCH (*minimum 12 credit hours*)

EPSY 691	Dissertation Research Hours (<i>variable credits</i>)
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ADDITIONAL ELECTIVE COURSEWORK (*7 or more credit hours*)

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

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- The Learning Design and Technology specialization requires. Minimum of 64 credits beyond a Master's degree to earn a Ph.D. (the minimum is 96 credits without a Master's degree).
 - Course requirements may be waived for students who have successfully completed comparable graduate coursework and/or demonstrate requisite knowledge and skill.

Additional Opportunities

Research and Teaching Experiences in Learning Sciences (LS)

Students should always consult with their faculty advisor(s) 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. In consultation with the faculty entering advisor/chair, it is highly encouraged that all Ph.D. students involve themselves in one of our instructional opportunities that include:

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

Teaching Requirements

Students with teaching responsibilities are required by the University to earn a certificate of completion from the Teaching Assistant Institute (TAI) offered through the Texas A&M Center for Teaching Excellence (CTE). All incoming PHD students are now required to attend a one-day face-to face course with additional online modules designed to prepare graduate students for college classroom teaching. To receive the TAI Certificate of Completion, students are required to:

- Complete online TAI training Course
- Attend one TAI face-to-face session

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

Residence Requirements

A major purpose of the residence requirements for graduate degrees is to ensure that the student has an opportunity to benefit from the advantages of a university environment. These advantages include accessibility of library, laboratory, other physical facilities, and the opportunity to participate in seminars and a variety of cultural activities. Equally important to the graduate student are the advantages of becoming acquainted with the faculty and other students on a personal and a professional basis. A student "in residence" is expected to devote most of his or her time and energy to graduate studies **under the direction of the student's advisory committee chair and the advisory committee**. Additionally, the residence requirements for graduate degrees are to ensure that the faculty can properly evaluate the student and his or her development, to guide and direct his or her studies, and to determine competency. The minimum time required to qualify for an advanced degree varies with the ability and preparation of the student. A student may find it necessary to extend his/her studies beyond the minimum requirements. **Please note that University policy does not allow more than four courses in a doctoral program by distance (online, electronic to group, or off-campus face-to-face).**

Distance Education Restrictions

The Texas Higher Education Coordinating Board has specific rules and regulations related to Doctoral programs. **One of these regulations is a limit of four (4) courses taken in a distance or online format.** *Unless the doctoral program is a Texas Higher Education Coordinating Board approved online degree*. When scheduling courses and generating your degree plan, please be aware that only four distance education or online courses can be included in your degree plan. If you take more than four courses in a distance education or online format, these additional courses beyond the limit of four courses cannot count toward the 64-hour or 96-hour degree plan and exceeding the limit would prevent you from graduating. Please see the link below for specific information: <https://reportcenter.highered.texas.gov/agency-publication/guidelines-manuals/waar-de-approval-process-guidelines-final/>

Course Time Limit

All requirements for doctoral degrees must be completed within a period of ten consecutive calendar years for the degree to be granted. A course will be considered valid until 10 years after the end of the semester in which it is taken. Graduate credit for course work more than ten calendar years old at the time of the final oral examination may not be used to satisfy degree requirements. A final corrected version of the dissertation in electronic format as a single PDF file must be cleared by the Thesis Office no later than one year after the final examination or within the 10- year time limit, whichever occurs first. Failure to do so will result in the degree not being awarded.

99- Hour Cap on Doctoral Degrees

Doctoral students have 7 years (21 semesters) to complete their doctoral degree without being penalized. During the 7 years, students who are otherwise eligible for in-state tuition will be charged as such, even if they accumulate more than 99 doctoral hours. After 7 years (21 semesters), any student accumulating more than 99 doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition regardless of funding. Students who have been granted individual exemptions for the doctoral hour cap limit by the Texas Higher Education Coordinating Board and those students in programs that receive programmatic exemptions have 130 doctoral hours and 21 semesters before they are penalized with a higher tuition rate.

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.

Annual Evaluation of Student Performance

The student's faculty entering advisor/chair and Learning Sciences faculty evaluate students' academic progress annually. This review takes place in the spring semester of each academic year. Typically, the students are reviewed and evaluated based on their satisfactory progress in their classes, research, and possible teaching experiences. To facilitate this review, doctoral students are required to provide and update the requested information each year by March 1 using the **Doctoral Portfolio** (*electronic format*).

Students who do not update their records will be blocked from registering for classes in the summer or fall semesters. The student's faculty entering advisor/chair is responsible for evaluating the student's progress toward a degree notifying the student of any concerns. Division faculty will conduct an annual evaluation of all doctoral students each spring semester. When progress is deemed unsatisfactory or in need of improvement, division faculty may recommend several steps to remedy the situation. These steps will be put in writing.

The faculty entering advisor/chair or advisory committee can also recommend that the student be placed on probation or dismissed from the program. If such actions are taken, the student will be informed in

writing by the Division Chair of the reason for the action, and in the case of probation, of the conditions that must be met to resolve the identified deficiency. Students who do not fulfill the conditions of their probation may be dropped from the program.

Doctoral Portfolio (Electronic Format)

Purpose

The Doctoral Portfolio (electronic format) is used for the annual review that allows faculty to 'keep track' of how their doctoral students are moving along their academic work. In addition to allowing faculty to have access to their students' data, the new electronic format for the annual review will allow doctoral students to develop an electronic portfolio of their work: a place where they can upload papers, presentations, list their conference presentations, memberships in professional organizations, and research interests.

Procedures

The annual review of doctoral students – electronic format – will consist of the following steps:

1. Doctoral students feed appropriate information regarding their academic 'products', into the Doctoral Student Portfolio. To access the portfolio, students need to:
 - **Click on <http://myrecord.SEHD.tamu.edu/>**
 - Click on the link "Login for Active TAMU Students" (this will take students through the A&M NetID login process)
 - Once logged in, the student will be automatically taken to the front page of the "Student Data Portal"
 - Click on the link "Doctoral Student Portfolio/Review" (should be visible to all current G8 students)
 - Students are responsible for updating their information on a regular basis. They **MUST HAVE** input all pertinent information prior to the Annual Review date (usually in October). Once updated, a notification is automatically sent to the student's faculty advisor and the EPSY Graduate Advising Office.
2. Faculty can click on individual students and see the various pages with information on the selected student, including the student's portfolio. The faculty member's TASK is to go to the REVIEW page and provide an assessment of the student. Space is available for faculty to provide written notes justifying the evaluation. A simple click on the appropriate button (SATISFACTORY or UNSATISFACTORY), and the review process (by the faculty chair) is complete.
3. The Graduate Advising Office will subsequently assess all faculty evaluations. Those cases marked as 'unsatisfactory' will be brought forth for discussion by the graduate faculty.
4. All doctoral students, at the end of the annual review, will receive an email stating the student's progress rating as 'satisfactory' or 'unsatisfactory'. In the case of an 'unsatisfactory' assessment, the student will receive specific comments and suggestions for improvement strategies.

Advance to Doctoral Candidacy

Preliminary Examination

Preliminary exam refers to all examinations that are prerequisite to the admission to doctoral candidacy. The student's major department and their advisory committee may require qualifying, cumulative, or other types of examinations at any time deemed desirable. These examinations are entirely at the discretion of the department and the student's advisory committee.

The preliminary examination for a doctoral student shall be given no earlier than a date at which the student is within 6 credit hours of completion of the formal coursework on the degree plan (i.e., all coursework on the degree plan except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The student should complete the Preliminary Examination no later than the end of the semester following the completion of the formal coursework on the degree plan.

Every LS doctoral student is **required** to pass a preliminary examination before achieving status as a doctoral candidate and presenting a dissertation proposal for review and approval by the student's dissertation committee [AKA Graduate Advisory Committee]. The preliminary exam demonstrates mastery and synthesis of subject matter across courses, experiences, principles, and theories in the Learning Sciences disciplines. The preliminary examination in the Learning Science Division consists of both a written examination and an oral examination that are administered by all members of the advisory committee. All committee members are expected to follow the guidelines below concerning the preliminary examination.

Preliminary Examination Scheduling

It is the responsibility of the student to work with their committee chair, committee members, and the advising office to schedule the examination. Preliminary examinations are scheduled during the fall and spring semesters and typically not during summer as faculty do not hold university appointments during the summer months. Therefore, examinations during the summer are only allowed in exceptional circumstances and when all committee members agree to do so. All written portions of the preliminary examination must be taken within a 4-week period. Students should work closely with their chair and dissertation committee to adhere to this requirement.

Prior to scheduling a preliminary examination, the student should review the [Steps to Fulfill the Preliminary Exam Requirements of the Graduate & Professional School](#). The student should meet with his or her chair to complete the [Preliminary Examination Checklist](#) to ensure that the student has met all eligibility criteria for the examination. The following list of eligibility requirements applies.

1. Student is registered at Texas A&M University for a minimum of one semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters, then the student must be registered for the term immediately preceding the examination.

2. An approved degree plan is on file with the Graduate and Professional School prior to commencing the first component of the examination.
3. Student's cumulative GPR is at least 3.000.
4. Student's degree plan GPR is at least 3.000.
5. All English language proficiency requirements are satisfied.
6. At the end of the semester in which at least the first component of the exam is given, there are no more than 6 hours of coursework remaining on the degree plan (except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The head of the student's department (or Chair of the Interdisciplinary Degree Program, if applicable) has the authority to approve a waiver of this criterion.

The preliminary examination is administered no earlier than the semester in which the student is within six credit hours of completion of formal coursework (except for 684 and 691 credit hours). The [Texas A&M Graduate Catalog](#) contains more information about the purpose and format of the preliminary exam.

Preliminary Examination Policy

The preliminary exam consists of two portions, the written and oral exams. The chair and committee shall make determinations on his or her own requirements for the written portion of the exam. Any committee member may choose his or her own format for the written portion of the exam if it is contained within the specified time period allocated by the committee. As examples but not limited to, less time, proctored writing, etc. The oral exam must be scheduled to occur after a suitable time to allow grading the written portion.

Preliminary Examination Content

Examination content should reflect the student's ability to utilize verbal, visual, and written communication skills to effectively articulate the essential elements, core concepts, foundational theories, and practical applications of program curriculum and content.

Preliminary Examination Format

The objective of preliminary examination is to evaluate whether the student has demonstrated the following qualifications:

1. a mastery of the subject matter of all fields in the program;
2. an adequate knowledge of the literature in these fields and an ability to carry out bibliographical research; and
3. an understanding of the research problem and the appropriate methodological approaches.

Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each committee member will provide a pass or fail evaluation decision. Only

one committee substitution is allowed to provide an evaluation decision for a student's preliminary exam, and it cannot be the committee chair.

Format of the Written Preliminary Examination in Learning Sciences

The student's chair and committee will determine the format of the preliminary examination. The process entails written products followed by an oral examination by the student's chair and committee. After conferring with the committee chair(s), the student should contact each committee member to prepare for the content area each committee member will cover in their questions. The chair will confirm each committee member's requirements for the written part of the examination. Although the written exam format may vary, most LS students either complete a set of written responses to questions assigned by members of the committee and/or conduct a systematic literature review of research related to their dissertation topic.

The preliminary examination may include both proctored and take-home written examination formats as follows:

- Proctored written examination format – Candidates will be required to provide a written response within a 4-hour block of time. Candidates will need to arrange with academic advising office and the committee member posing the question(s) for the written exam to be on campus on the day of the examination.
- Take-home examination format – For take-home questions, committee members will e-mail their questions to the chair 6 weeks prior to the oral examination. After receiving all questions and determining suitability, the chair will then distribute the questions to the student 5 weeks before the oral exam date. This scheduling allows the student 4 weeks to write the exam and committee members 1 week to read the answers before the oral examination. Students are expected to follow the committee member's instructions for each question.
- Systematic literature review – take-home examination format-Conduct a systematic literature review of research related to their dissertation topic, together with take-home questions from some committee members. The Texas A&M library offers resources and consultation on [how to conduct a systematic review](#).

Submission of Written Examination and Feedback

For the proctored written examination, the answers are due at the end of the 4 hours and submitted both to the committee member and the chair.

For take-home examination questions, answers are due 1 week prior to the oral examination date. The file name for each response should be clearly labeled with the name of committee member who asked the question. The student should send an electronic version of all of the written responses to the chair who will distribute the responses to the committee members. If the committee member requests a hard copy of the response to his or her question, a hard copy of the response to that committee member should be provided. All committee members have up to one week to read the answers to their question(s); the responses to the other committee members' questions are for information purposes only.

For systematic reviews, students should work with their chairs ongoingly to plan and receive feedback. Students and their chairs must agree that the systematic review is ready for submission to the other committee members before it can be sent to them. The student should send the final version of the review to the chair along with their answers to any take-home examination questions. The chair will then distribute it electronically to all committee members.

Oral Examination

The oral examination is scheduled for two hours. During the oral exam, committee members will ask questions aimed at probing students' understanding of domain-relevant information and research methods, including demonstration of mastery of content related to the core curriculum in the Division of Learning Sciences. Additionally, they will ask questions that address questions or concepts from the written exam.

Only one advisory committee substitution is allowed to provide an evaluation decision for a student's preliminary exam, and it cannot be the committee chair. According to the Graduate and Professional School the candidate is considered to have passed the examination if either all committee members present vote yes or if there is only one negative vote. If the candidate receives two or more negative votes, he/she will be required to retake the oral examination. Details regarding the Texas A&M Graduate and Professional School steps to Fulfill Preliminary Exam Requirements and the Pre-Details in the Graduate Catalog.

Report of Preliminary Examination

Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam.

The student's department will promptly report the results of the Preliminary Examination to the Graduate and Professional School via the Report of Doctoral Preliminary Examination form. The Preliminary Examination checklist form must also be submitted. These forms should be submitted to the Graduate and Professional School within 10 working days of completion of the preliminary examination.

The Report of the Preliminary Examination form must be submitted with original signatures of the approved examination committee members. If an approved examination committee member substitution (one only) has been made, that signature must also be included, in place of the committee member, on the form submitted to the Graduate and Professional School. The original signature of the department head is also required on the form.

After Completing Preliminary Examination

After passing the required preliminary examination for the doctoral degree, the student must complete the final examination for the degree within four calendar years. Otherwise, the student will be required to repeat the preliminary examination.

Retake of Failed Preliminary Examination

Upon approval of the student's committee, with no more than one member dissenting, and approval of the Graduate and Professional School, a student who has failed the preliminary examination may be given one re-examination. Adequate time must be given to permit the student to address the inadequacies emerging from the first preliminary examination.

The committee must agree upon and communicate in writing to the student, an adequate time from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and the committee should jointly negotiate a mutually acceptable date for this retest.

When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit to retake the exam. The committee will document and communicate the timeframe and feedback within 10 working days of the exam that was not passed.

Admission to Candidacy

To be admitted to candidacy for a doctoral degree, a student must have:

1. completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog,
2. a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
3. passed the preliminary examination,
4. submitted an approved dissertation proposal,
5. met the residence requirements.

The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

Final Examination for Doctoral Students

The candidate for the doctoral degree must pass a final examination [e.g., Dissertation Proposal, Dissertation Defense] by deadline dates announced in the "Graduate and Professional School Calendar" each semester. The doctoral student is allowed only one opportunity to take the final examination.

No un-absolved grades of D, F, or U for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been **admitted to candidacy** and their current official cumulative and degree plan GPAs are 3.00 or better. The request to hold and announce the final examination must be submitted to the EPSY Graduate Advising Office **a minimum of 15 working days in advance** of the scheduled date. This will allow the advising office time to review the student's degree evaluation and notify the student of any deficiencies, if applicable. Any changes to the degree plan must be approved by the Graduate and Professional School prior to the submission of the request for final examination. To reserve a room for the dissertation defense, the student must contact the EPSY main office who will then complete the Request and Announcement of Final Exam form located on the GPS website.

The student's advisory committee will conduct this examination. **The final examination is not to be administered until the dissertation is available in substantially final form to the student's advisory committee, and all concerned have had adequate time to review the document.**

Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an

advanced degree.

A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

Report of Final Examination

The student's department will promptly report the results of the Final Examination to the GPS via the Report of Doctoral Final Examination form. These forms should be submitted to the Graduate and Professional School within 10 working days of completion of the final examination. **The Graduate and Professional School must be notified in writing of any cancellations.**

The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Graduate and Professional School. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Graduate and Professional School.

All members must be in-person for the final defense. With approval (prior to submitting Request), up to one member (excluding Chair) may join via video conference. This conference must be set up by the student, as well as obtaining all committee member signatures prior to submission to the Graduate Advising Office.

Dissertation

The Graduate and Professional School is responsible for reviewing each dissertation to ensure that the format requirements of the University are met. Guidelines and electronic templates for the preparation of the manuscript are available in the *Thesis and Dissertation Manual* and online at <http://GPS.tamu.edu>. All manuscripts must be submitted electronically.

Pre-Defense Publication of Dissertation Material

A graduate student may publish material that subsequently will be used as part of the dissertation. A student should be aware of the copyright agreement that is signed when a journal (hard copy or electronic) accepts an article for publication. At that time, the student generally assigns rights to the journal as publisher. If the student has not retained the right to use the material in the dissertation, he/she must then obtain written permission from the copyright holder to include the material in the manuscript. If such permission is not obtained, or rights have not been retained, the copyrighted material cannot be included in the dissertation.

Use of Classified and Proprietary Information in Dissertation

Committee chairs are cautioned against allowing a student to use classified or proprietary information in electronic dissertations (ETDs), because these documents become available to the public upon submission to the Graduate and Professional School. The research conducted at Texas A&M University, as a Texas public institution, is ultimately for the benefit of the public. All ETDs are available on the Internet via the Texas

A&M University Libraries. In addition, dissertations are published electronically by ProQuest (UMI) and are available from that source. A temporary embargo, or delay in public release, is possible.

Dissertation Research Proposal

All doctoral degrees require a research proposal. The proposal must be approved by the dissertation committee and the head of the major department. This proposal must be submitted to the Graduate and Professional School at least 20 working days prior to the submission of the request for the final examination. All research proposals are routed to the Office of Research Compliance and Biosafety for review and approval by the Graduate and Professional School prior to final approval.

Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards, and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website <http://rcb.tamu.edu>.

Every student must complete a dissertation that demonstrates the knowledge and skills required to conceive, develop, conduct, analyze, interpret, and report research at the level expected of a scholar with a PhD degree. As students begin to formulate ideas for their dissertation research, they should communicate with their advisor to discuss the appropriateness and feasibility of the topic/scope of research, available resources to complete the research, constitution of the dissertation committee, and proposal development. Students are encouraged to use the Journal Article and Dissertation pdf which is intended to encourage and expedite publications reporting their findings.

The student then prepares the written proposal. The chair (and co-chair when appropriate) will review and provide feedback to initial drafts of the student's proposal and indicate when it is suitable for dissemination to the dissertation committee. At this point, the student should schedule the proposal meeting with the entire committee. A written copy of the completed dissertation proposal should be provided to the committee at least two weeks prior to the scheduled proposal meeting.

It is the student's responsibility to consult with committee members to identify and discuss issues that may need to be resolved prior to the proposal meeting. At the proposal meeting, members can offer suggestions and request changes to the proposal; the student is expected to complete these changes before filing the proposal with the Office of Graduate Studies or the IRB. After receiving approval of the dissertation proposal from the chair and Dissertation Committee and before beginning his/her research, the student must file an IRB. Only after obtaining IRB approval may the student collect data.

Dissertation Defense

After data is collected and analyzed, the student writes the dissertation. The student should work with the committee chair(s), who will provide input and feedback throughout the process. The student may also seek input from the dissertation committee members. Once the committee chair indicates that the dissertation is ready

for dissemination to committee members the student can schedule the dissertation defense. This is a meeting of the entire dissertation committee. The student must provide the entire dissertation to all members of the dissertation committee at least four weeks before the scheduled defense meeting.

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

The dissertation defense involves a public seminar on your doctoral research, immediately followed by a formal dissertation defense with only your dissertation committee. The final written form of the dissertation must be submitted to and approved by the University Thesis Office. Additional information regarding this process can be found on the [Thesis and dissertation services website](#).

Proposal/Exam Forms

The Proposal Approval Form, Preliminary Exam Checklist and Report, Request for Final Examination, and Request for Exemption from Final Examination forms are all located on the GPS website. Students will need to type all required fields online before printing the forms for required signatures. Forms needing department head approval will need to be submitted to the Graduate Advising Office after all committee members have signed the forms. The advisors will review the forms for accuracy, then submit to the department head. Once the department head signs the form, a copy is made for the student's file, and the original form is sent to GPS.

Graduation

A graduate degree is conferred at the close of each regular semester and 10-week summer semester. A candidate for an advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee to Student Business Services no later than the Friday of the fifth week of the fall or spring semester or the Friday of the first week of the second summer term.

The electronic application can be accessed via the [Howdy](#) portal. A cancellation made after the application deadline will not result in a refund of the diploma fee. Graduate degree candidates who have completed all degree requirements will not be allowed to cancel their graduation application without approval from the Graduate and Professional School. A student should check the website of the Office of the Registrar at <http://graduation.tamu.edu> to determine the date and time of his/her graduation ceremony.

PhD Graduation Rubric

Faculty will submit the form below to the Manager for Assessment and High Impact Practices (Dean's Office) upon successful completion of dissertation:

Student Name: _____
 Student UIN: _____
 Dept / Major: _____

Doctoral Student Evaluation Learning Sciences PhD Degree

Faculty Name: _____
 Committee Role: Chair or co-Chair _____
 Member: Inside _____ or Outside _____

DOMAIN	BELOW EXPECTATIONS	MEETS EXPECTATIONS	ABOVE EXPECTATIONS
Mastery of Degree Requirements Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks the understanding of the foundational concepts, principles, and theories in the field; unable to synthesize material across courses or experiences.	Able to sufficiently articulate the foundational concepts, principles, and theories in the discipline; able to synthesize subject matter across courses and experiences.	Effectively articulates theories, concepts, and principles germane to the discipline; exceptional ability to synthesize material across courses and experiences.
Teaching / Field Experience Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks experience and expertise in teaching or field experiences; is unable to explain the subject matter in the discipline.	Has appropriate teaching or field experience; is able to explain the subject matter in the discipline.	Has varied teaching or field experiences; has developed advanced pedagogical skills necessary to effectively explain the subject matter in the discipline.
Reasoned Arguments Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Relies on own point of view or a single perspective to develop arguments; unable to integrate information; lacks ability to develop critical arguments.	Uses a variety of sources to evaluate multiple points of view; analyzes and integrates information to conduct critical, reasoned arguments.	Synthesizes in-depth information from relevant sources; organizes and synthesizes evidence into meaningful patterns; states conclusions that are logical extrapolations from the inquiry.
Communication Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Demonstrates marginal written and oral communication skills.	Communicates well in both written and verbal forms.	Demonstrates high level of competency in both verbal and written communications.
Technology Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks skills in using suitable technologies to communicate, collaborate, conduct research, and solve problems.	Demonstrates the ability to use appropriate technologies to achieve a variety of tasks, including communicating, collaborating with others, conducting research, and solving problems.	Is proficient in using technologies to communicate with others, collaborate, conduct research, and solve problems.
Research Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Unable to develop research plans or conduct research suitable for the discipline.	Is able to develop a research plan and conduct institutionally appropriate research.	Is proficient in developing clear research plans and conducting valid, theoretically consistent, and institutionally appropriate research
Ethics Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize ethical issues when issues are present in complex, multilayered context OR can grasp cross-relationships among the issues.	Student can recognize ethical issues when issues are present in complex, multilayered context AND can grasp cross-relationships among the issues.

Degree Being Pursued: _____

Date Form Completed: _____

Letter of Completion

The Graduate and Professional School may issue a letter of completion for an individual student upon written request from the student. The letter of completion certifies that the student has completed all academic requirements for the degree and states the date the degree will be awarded. International students should contact International Student Services prior to requesting a letter of completion to determine how receiving it could affect the student's visa status.

This letter may be requested anytime from the point the student has completed all requirements for the awarding of the degree and until five days prior to commencement. A student in a master's thesis option or a doctoral program must have completed all degree requirements, including final clearance, to be eligible to request this letter.

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. See section on Academic policies for further information.

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. If you work as a GAR or GANT on a grant or for a center, please check with the Director or Principal Investigator.

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.

If the student is pursuing independent lines of research apart from their dissertation related research while a graduate student, and plans to present/publish this work, it should be with the chair's approval and separate from the paid assistantship. In such cases, co-authorship with the chair may or may not be required but the deciding factor should be governed by the data ownership and who is listed as the PI on IRB application and subordinate to those guidelines from the American Psychological Association and American Educational Research Association. When in doubt no conference proposal or manuscript should be submitted without prior discussion and approval by the faculty supervisor.

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 document(s) are developed. All authorship order that is different from the prescribed order should be negotiated before the development of any document.

Because obtaining a doctorate is an apprenticeship endeavor, students should never undertake a document development task in which the faculty member is not fully engaged. It is not acceptable to develop a document and include a faculty member's name without the faculty member's prior consent ***and*** their participation in its development. The faculty member is the Principal Investigator (PI) on every IRB, thereby requiring that all activities involving data collected under that IRB only be performed with the permission and supervision of the PI.

Data use granted for a dissertation by a PI, dissertation chair, co-chair, or faculty member is for the strict use in the dissertation and the production of that product. The student is typically granted the right to use the data under the circumstances prescribed by the data owner after having met all university guidelines, rules, and policies that include IRB requirements. Once the student has completed the dissertation use of the data are revoked and any subsequent use of the requires a new approval.

If a traditional dissertation is undertaken no articles can be derived without meeting IRB requirements and permission of the data owner. For students submitting the article version dissertation they, have the right to revise the articles generated after graduation for publication, make edits required for publication or required as a result of the blind review process, but under no circumstances can data be reanalyzed, or new articles developed without written permission to use the data and applicable IRB approvals. Presentations derived from the dissertation should include the names of committee members (including chair/co-chairs) whose contributions merit inclusion.

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 dissertation, thesis, or record of study defense

In addition to university guidelines for eligibility for defense of the final product for MS, PhD, or EdD, 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 Graduate Advisory Committee Chair or Faculty Entering Advisor, 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 you with 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 Student Degree Evaluation.

Changing Committee Chair or Committee Members

Graduate students are free to select committee members, in consultation with their Faculty Advisor, 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 advisory 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.

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

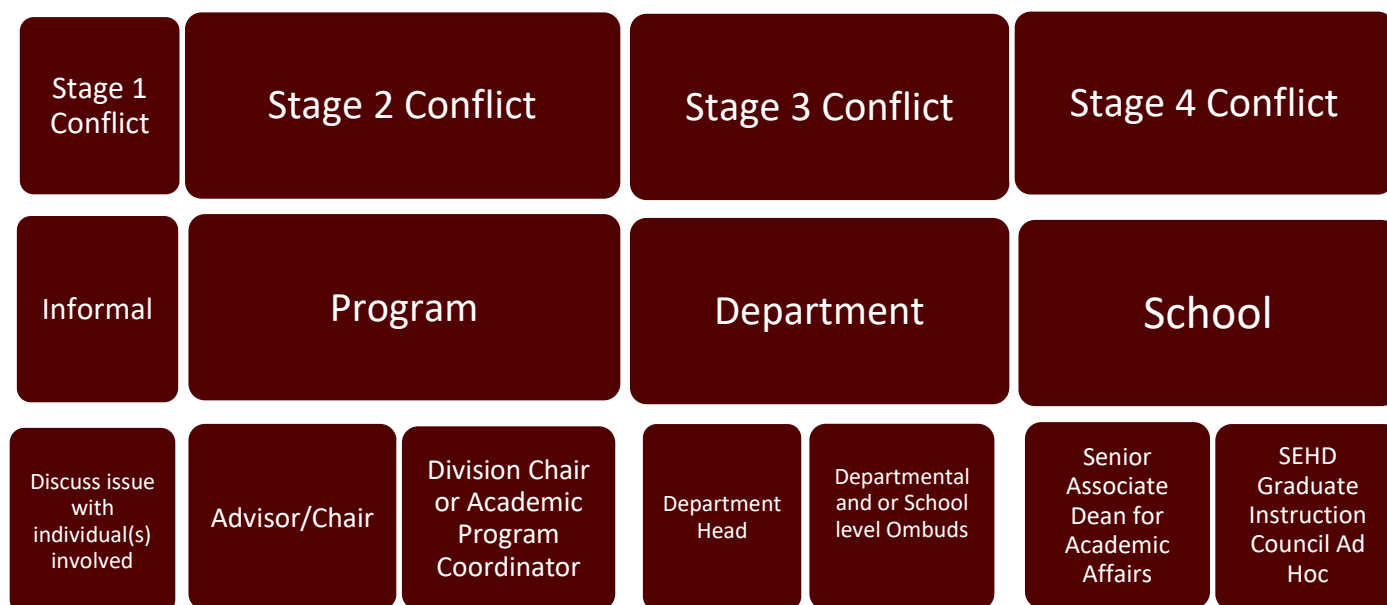
Stage 1: Grievance, issue, or conflict arises (student-faculty, student-staff, student-supervisor) and is handled informally.

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.

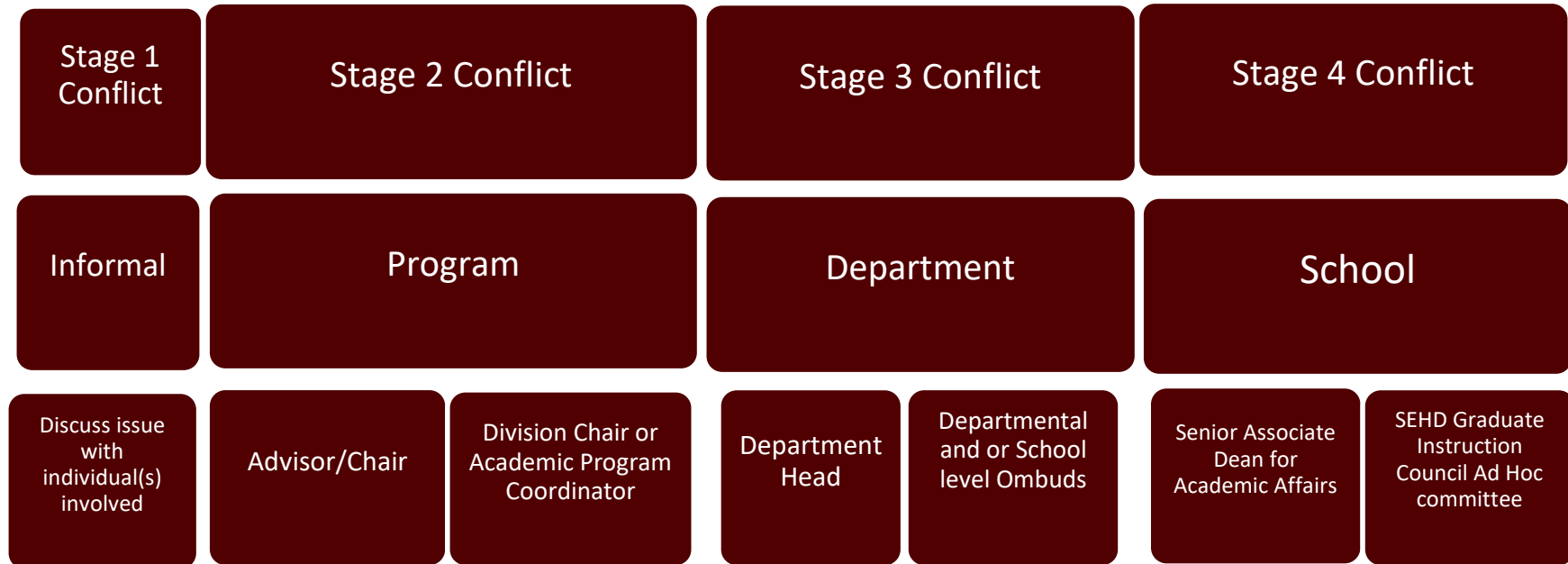
Stage	Procedure
Stage 1 First step in grievances and/or interpersonal conflict	<p>As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern within their program/department. If efforts to communicate directly with 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>
Stage 2 Unresolved Stage 1 grievance or conflict which may require assistance in resolution	<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>
Stage 3 Department head-level involvement	<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>



Stage 4 School-level involvement	<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
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Graduate Student Grievance and Conflict Process



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

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

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

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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)

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