

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
GRADUATE STUDENT
HANDBOOK

Division of Research, Measurement
and Statistics (RMS)
Masters Programs
2023-2024

Texas A&M University

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Department Introduction

The Department of Educational Psychology (EPSY) encompasses students, faculty, and staff whose scholarship and interests center on the many different 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 the 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 have the opportunity to 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 in Harrington Tower, 7th floor.

Division Introduction

The Division of Research, Measurement, and Statistics (RMS) operates within the Department of Educational Psychology (EPSY) and the School of Education and Human Development (SEHD) at Texas A&M University. 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 Research, Measurement, and Statistics Ph.D. program, as well as information required by legal statute or the policies of Texas A&M University.

Division of Research, Measurement, and Statistics (RMS): Philosophy, Mission, and Vision

The Division of Research, Measurement, and Statistics (RMS) is based on the belief that educational and psychological theories and empirical research can inform and improve education by increasing our understanding of how people learn, develop, think, and solve problems. Thus, the development and application of measurement and statistical methods to facilitate empirical research on these issues are crucial.

Our Mission. Central to our mission is promoting quantitative research methods and applications. To do so, we develop and study modern quantitative approaches and methods of measurement and statistics through statistical theory, computer simulation-based research, and collaboration on applications. All of this is completed with a goal of training and educating researchers on best practices.

Apprentice Scholar Model. Doctoral study in Research, Measurement, and Statistics (RMS) is based on the *apprentice scholar* model, in which students become immersed in the literature outlining what is known, but also in the process of exploring what is yet to be learned. Under the mentorship of program faculty, RMS students actively participate in research designed to advance our understanding of the human learning, cognition, and development and environmental factors that shape them. They also pursue the development and evaluation of the development and evaluation of learning environments that foster these processes.

Getting Started Guide for Research, Measurement and Statistics (RMS) 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 Research, Measurement and Statistics (RMS)	
Division Chair:	Dr. Oi-Man Kwok

Active Division of Research, Measurement and Statistics (RMS) Faculty

Faculty	Professional and Research Interests
Eukyeung Baek, PhD University of South Florida (2015)	Multilevel & Longitudinal Modeling Single-Case Data Analysis and Design Large-scale Longitudinal Data Analysis
*Paul Hernandez, PhD University of Connecticut (2011)	Experimental Design STEM Research for Underrepresented Group Advanced Statistical Methods
Oi-Man Kwok, PhD Arizona State University (2005)	Multilevel Modeling Structural Equation Modeling
Wen Luo, PhD Texas A&M University (2007)	Modeling multilevel Data with Complex Structures Growth Curve Models
*Karen Rambo-Hernandez, PhD University of Connecticut (2011)	Novel Applications of Multilevel Modeling and Growth Modeling Assessment of Educational Interventions to Improve STEM Education
Suzanna Ramos, PhD Texas A&M University (2015)	Creativity Gifted and Talented Education Instruction
Christopher Thompson, PhD Florida State University (2016)	Meta-analysis Measurement and Statistics Bayesian Models
Myeongsun Yoon, PhD Arizona State University (2007)	Categorical Data Analysis Measurement Invariance Psychometrics Structural Equation Modeling

*Joint appointment with Teaching, Learning and Culture (TLAC)

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 very 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 advisor.

Graduate Student Association (GSA)

The **Educational Psychology Student Organization (EPSO)** is 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 a number of 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 in order 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 required for all lots at all times. 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, <https://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 (<https://www.tamu.edu>), or Howdy Main Portal (<http://howdy.tamu.edu>).

TAMU Email

Your @tamu email address 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/>.

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 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 log-in is your TAMU NetID and password. Your Canvas account is linked to your TAMU email account. Information about getting set up in Canvas can be found here: <https://lms.tamu.edu/>. Students are required to check their TAMU email account daily. This is the **only** official means of communication across the Department, School, and University. Students are held responsible for any information sent to their official TAMU email account.

Other Important Information & Resources

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: <https://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/>

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 are able to 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 in order 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**.

Upon acceptance in EPSY, all graduate students are assigned a faculty entering advisor by their program faculty. Please consult with your entering advisor prior to registering for the first semester of classes. More information about entering advisor is provided in the Graduate Student Advising section.

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) 847- 1787.

Financial Aid, Tuition & Fees

Financial Aid

Texas A&M University offers many financial aid options to help you pay for School costs, including scholarships and loans. Offices for financial aid are located in the General Services Complex, and they can be contacted via phone at 979-847-1787. Additional information about Financial Aid can be accessed at <https://financialaid.tamu.edu/>. Students should consult the Department of Student Financial Aid if seeking financial assistance for tuition or other fees. All scholarships, grants and loans are applied to any outstanding charges before installments are calculated. Students who receive **Veteran's benefits** need to contact the Veteran Financial Aid Office and communicate immediately with the EPSY Graduate Advising Office.

General Program Cost Information

Educational expenses for the months of enrollment will vary according to course of study. For details on the basic budget for a particular graduate or professional program, please visit <http://financialaid.tamu.edu>. Scholarships and Financial Aid considers tuition and fees, books and supplies, transportation, room 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, 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

To provide 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. Travel assistance is available through Educational Psychology Student Organization (EPSO).

Guidelines

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

Funding Preference

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

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

Extent of Awards

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

Application Procedure

The EPSY 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. Information on additional sources of funding will be posted to the listserv as available.

Graduate Assistantships

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

Graduate Student Advising

Academic 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
 - Final 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, 691).
- 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 by their program faculty. For campus-based students, the entering advisor is a graduate faculty member in one of the emphasis areas.

The role of the faculty entering advisor is:

- To assist you in interpreting university, departmental, and program regulations and

requirements;

- To assist you with your first year's course work; and
- To respond to questions that you have about the graduate program in EPSY.

Once you receive the name of your entering advisor, contact him/her immediately. Please consult with the assigned advisor concerning coursework and registration prior to registering for the first semester of classes. Once you contact your entering advisor, please provide him/her with your TAMU email address as a means to contact you. **After beginning your first semester, it is your responsibility to schedule a meeting with your entering advisor each semester prior to registration for Spring (typically around the second week of October) and Fall classes (typically around the second week of March).** Meetings with your entering advisor are important in ensuring that you are registered for the correct coursework, advised about research opportunities, and informed about professional and educational opportunities that will support your graduate academic experience.

Mentoring and advising relationships evolve over time and research interests of students and faculty may change. Therefore, students are always welcome to change their entering advisors. A student may wish, for example, to change their entering advisor after a semester or when the focus of their dissertation or thesis becomes clearer and choose a new advisor or the Chair of their committee. Changes in other members of the Advisory Committee, once the Degree Plan has been submitted, may be made for the same reasons. Faculty are aware that their advisement roles are "temporary" until graduate students select a Chair and students are fully empowered to choose a Chair that they believe will best support their graduate career. However, it is suggested that students directly notify their temporary chair should they decide to be advised or chaired by another faculty member.

Committee Chair

The Chair or one of the Co-Chairs of your graduate Advisory Committee must be a member of the EPSY department faculty. Advisory Committee Chairs, or at least one of their Co-Chairs, typically work in the student's area of specialization. When students first inquire with a faculty member about serving as Chair or Co-Chair of the Advisory Committee, they are engaging in a dialogue to determine if such a relationship is a good match based on their research interests and other factors. Once the Chair or Co-Chair has been selected, the Student and the Chair or Co-Chairs determine together which faculty should be asked to serve as the other members of the Advisory Committee.

The student's Advisory Committee Chair (or Co-Chairs) has the primary responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. The Advisory Committee Chair (or Co-Chairs) provides immediate supervision of the student's research and thesis and determines when it is appropriate to call required meetings of the Advisory Committee and any other meetings considered desirable.

Additional information about the role and responsibilities of the Advisor/Chair can be found in the Expectations for Graduate Studies at TAMU: <https://grad.tamu.edu/>.

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 graduate advisory committee. The students' committee approves courses, thesis and dissertation proposals, conducts preliminary written and oral examinations for doctoral students, and administers the final examination required for all degrees. 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, that is signed by the faculty members who agree to serve on the advisory committee.

Advisory 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 Advisory Committee has been determined, potential changes of the Chairs or members, resulting from changes in the students' research topic or the availability of committee members should be approached in a direct but respectful manner. In all such discussions, the best interests of the student should be the primary consideration, and there should be no fear of reprisal by the faculty member. Changes in the Chair or member of the Advisory Committee require petitions to the Graduate and Professional School.

The committee members' electronic approval on the degree plan indicates their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for guiding all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign *en masse*. The chair of the committee, who usually has immediate supervision of the student's research and thesis 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 thesis 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

The Division of Research, Measurement and Statistics (RMS) offers **MEd, MS, and PhD degrees** in Educational Psychology. Degree plans for MS students typically place a greater emphasis on research than do MEd degrees, and most MS students in Research, Measurement and Statistics (RMS) typically complete a research project culminating in a thesis. Information on the University requirements and regulations regarding these degrees can be found in the [TAMU Graduate and Professional Catalog](#).

Program planning and course selection is done under the guidance of the student's Entering advisor or the Chair of the Student Advisory Committee. Each student is encouraged to develop an overall plan detailing the semester-by-semester sequence of courses to be taken. Flexibility is necessary, however, because some change in the availability and timing of course offerings is likely and student interests may change as well. Prerequisite courses and core psychology courses that have not been taken previously should be scheduled early in the program.

The TAMU minimum requirement for MEd is 36 credit hours of approved courses. TAMU MS students who elect the thesis option must complete a minimum of 33 credit hours, which include research hours. The TAMU minimum for non-thesis MS students is 36 credit hours. **A student's Advisory Committee may require, or students may elect to take additional credit hours to enrich the student's training and preparation for their careers.**

The maximum academic load in the Fall and Spring semesters for TAMU graduate students is 18 credit hours, but the recommended course load for students on assistantship (or with similar commitments) is 9-12 credit hours. International students for whom English is a second language also may benefit from reduced course loads. Students on assistantships and fellowships are required to take a minimum of 9 credit hours during the Fall and Spring terms; for Summer, they are required to take a total of 6 credits. Students must be registered for at least one hour of credit during the Fall and Spring terms in order to maintain continuous enrollment. Failure to maintain continuous enrollment can lead to the termination of enrollment requiring the student to reapply for admission.

Degree Plan

A graduate student must file a degree plan which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. The student'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 18th hour.**

The core curriculum for Research, Measurement and Statistics (RMS) masters' students is presented below. 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. Specific details and requirements for each degree program may be obtained from the student's academic department or the specific degree program requirements provided in the catalog. 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 School of Graduate and Professional Studies.

Before they can file a degree plan, students must form their advisory committee. The chair of the committee is the first one to be determined. As explained in the Graduate Student Advising section, students' entering advisor may or may not become the chair of the student's advisory committee depending on the evolving research interests of the student, the availability of the entering advisor, or other factors. The advisory committee Chair and the student will come to an agreement as to the remaining members of the committee. Master's committees consist of three members, at least one of whom is from outside the department. The committee Chair may advise who may serve as an outside committee member.

Students will file their degree plans using the [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. Students are responsible for ensuring that their degree plan is approved by the appropriate deadline. Once the degree plan has been filed and approved, any changes in courses or committee must be made by filing a petition that outlines the changes with supporting reasons.

Prior Graduate Coursework

Some new students have taken graduate courses in educational psychology and related fields. The Research, Measurement and Statistics (RMS) faculty believe that, given the many learning opportunities at TAMU, we prefer that students not take courses that cover content previously mastered. On the other hand, we want to be sure that all graduates of our program possess the scientific and theoretical perspectives and the research and professional competencies necessary to prepare them to excel at their careers upon completion of their studies. If a student believes they have met a course requirement in previous graduate course work, the student should meet with a faculty member in our department who teaches the course in question to discuss the matter. Syllabi and examples of required work from previous courses are presented at the meeting. Faculty members have the option of requiring that the student demonstrate essential course competencies (e.g., by taking an examination or demonstrating a skill) prior to waiving a course requirement. If the faculty member believes the student has performed successfully in a course that is substantially equivalent to the required course, the faculty member may approve waiving that course requirement. Final approval by the entering advisor or advisory committee chair is required. If the course in question is taught outside the Department of Educational Psychology, your advisor can make a determination as to whether you have met this requirement through prior course work.

Undergraduate courses cannot be used to replace or waive out of any graduate courses or content.

Student Petitions

Students needing to make course changes to their degree plan, or make changes to their advisory committee, will need to submit a petition to GPS. They will do this using the [Document Processing Submission System \(DPSS\)](#). The petition is circulated electronically for approval from the departmental graduate advisor, committee Chair/Co-Chairs, committee members, department head, and GPS. Petitions for Waivers/Exceptions (time limit extensions, residency waivers, etc.) are also submitted using this system.

Graduate students may use petitions to:

- request a change of major, degree or department;
- request changes to the coursework or committee membership as established 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 \(DPSS\)](#). 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.

RMS Master's Core Curriculum

Master's Core Curriculum for the Masters Programs in Educational Psychology
with an Emphasis in Research, Measurement and Statistics (RMS)
(Revised and Adopted April 24, 2018)

Course	Course Title	Credit Hours
EPSY 602	Educational Psychology	3
EPSY 622	Measurement and Evaluation in Education	3
EPSY 635†	Educational Statistics	3
EPSY 636†	Techniques of Research	3
EPSY 640	Experimental Design in Education I	3
EPSY 641	Experimental Design in Education II	3
Electives	RMS or RMS related courses within or/and outside of EPSY**	15-18
Total*		33-36
†Pre-requisite for EPSY 640 and EPSY 641. *University Minimum Credit Hour Requirement = 36 for M.Ed. and 32 for M.S. degrees. **Courses will need to be preapproved by advisor/committee chair.		

Note: Core course requirements may be waived for students who have comparable previous coursework or demonstrate requisite knowledge and skills. Students who feel that they meet these criteria should consult with their advisor.

RMS Related Electives***

EPSY 631	Program Evaluation
EPSY 637	Qualitative Grounded Theory Methodologies
EPSY 643	Applied Multivariate Methods
EPSY 653	Advanced Structural Equation Modeling
EPSY 654	Longitudinal Data Analysis
EPSY 655	Item Response Theory
EPSY 690[†]	Experimental Research Design in Educational Settings

***Electives which have been offered in the last three years and which have permanent numbering in the 2018-2019 Graduate Course Catalog.

[†]The course code is currently listed as **EPSY 690** and will be changed to **EPSY 639**.

Other EPSY Electives****

EPSY 630	Single Case Experimental Design
EPSY 634	Educational Neuroscience
EDTC 608	Foundations of Distance Learning
EDTC 654	Instructional Design: Technique in Educational Technology
EPSY 646	Issues in Child and Adolescent Development
EPSY 647	Lifespan Development
EPSY 673	Learning Theories for Education

****Electives which have been offered in the last three years and which have permanent numbering in the 2018-2019 Graduate Course Catalog.

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:
 - a. 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:
 - a. 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.

Evaluation of Student Performance

Academic, Ethical, and Professional Expectations of Students

Texas A&M students must follow University rules including those on attendance policies, discipline, and academic dishonesty, including. Student Rules can be found at <http://student-rules.tamu.edu/>. Students in the department are expected to maintain high levels of performance in the following areas:

Academic Performance

The expectation for academic performance is that the student maintains a grade point average (**GPA**) of **3.0** or higher and continuous enrollment to meet the requirements set for **good academic standing** by the Graduate College as stated in the Graduate Catalog (3.0: Student Rules 10.4.3). Students will demonstrate the ability to communicate their knowledge effectively through papers, articles, reports, and other forms of written expression, as well as tests and examinations. Students also are expected to actively participate in research and other activities designed to prepare them to function as scholars and professional leaders. Grades of "Incomplete" (other than those for dissertation and thesis work, which remain incomplete until the student completes the degree) are given only under extenuating circumstances and at the discretion of the instructor. **Students can carry forward no more than 6 credit hours of Incomplete.** These grades must be resolved by the end of the following "long" (i.e., Fall or Spring) semester or the Incomplete will automatically turn to a grade of F.

Ethical Behavior

RMS Students must follow TAMU rules regarding plagiarism and other forms of academic misconduct (<https://aggiehonor.tamu.edu/>). All incidents of suspected plagiarism or other academic misconduct in this class will be reported to the Aggie Honor System Office as required by TAMU rules and procedures.

Professional Behavior

Students have an obligation to behave in a professional manner. Such professional behavior²⁶ is exemplified by forming respectful relationships with faculty, staff, students, and other people with whom they interact.

Evaluation of Academic Progress

MEd and MS Non-Thesis Option Students

MEd and MS non-thesis option students must pass a Final Examination that covers all coursework on the degree plan. At the discretion of the committee, the Final Examination may be written and/or oral.

MS Thesis Option Students

MS Thesis Option students conduct a research project and report its results in a thesis. Although the expectations regarding the level of independence and expertise of the thesis are lower than for dissertations, the process for the proposal and final examination are the same as those outlined for PhD students.

The student's faculty entering advisor/chair is responsible for evaluating the student's progress toward a degree notifying the student of any concerns. The entering advisor 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 of the reason(s) 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. Visitors (anyone not formally declared on the student's committee in Howdy) should not be present during deliberations or voting of the preliminary exam, proposal, or final exam.

Additional Information & Opportunities

Research Experiences

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

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 [Advanced Research Methods Certificate](#). If you have questions or interest in this certificate, please contact the Graduate Advising Office.

Professional Organizations

Reflecting the diversity of Research, Measurement and Statistics (RMS) students and faculty, they are affiliated with a number of different professional societies, depending on their professional interests and activities. Some of the more common organizations include:

American Educational Research Association (AERA)

AERA (<http://www.aera.net/>) is the most prominent international professional organization dedicated to advancing educational research and its practical application. AERA members represent a broad range of disciplines including anthropology, economics, education, history, philosophy, political science, psychology, sociology, and statistics. Journals published by AERA include *American Educational Research Journal*, *Journal of Educational and Behavioral Sciences*, and *Review of Educational Research*. Research, Measurement and Statistics (RMS) faculty and students regularly publish in these journals and present papers at the AERA annual meeting. The AERA regional affiliate, **Southwest Educational Research Association (SERA)** has annual meetings located in close proximity to College Station, providing additional opportunity for student presentations (<https://sera-edresearch.org/>).

Association for Educational Communications and Technology (AECT)

The mission of the AECT (<http://www.aect.org/>) is "to provide international leadership by promoting scholarship and best practices in the creation, use, and management of technologies for effective teaching and learning in a wide range of settings." With its annual meetings and flagship journal, *Educational Technology Research and Development*, AECT provides publication and presentation opportunities for Research, Measurement and Statistics (RMS) students and faculty specializing in Educational Technology and other areas of concentration.

American Psychological Association (APA)

With 55 divisions, the membership and activities of APA (<http://www.apa.org/>) include both research-focused and professional (e.g., Counseling, School) psychology. APA divisions of special interest to Research, Measurement and Statistics (RMS) students include: 2. Society for Teaching of Psychology; 3. Experimental Psychology; 5. Evaluation, Measurement, and Statistics; 7. Developmental Psychology; and 15. Educational Psychology. Relevant journals include: *Developmental Psychology*; *Journal of Educational Psychology*; *Journal of Experimental Psychology: Applied*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; and *Psychological Methods*. In addition to publishing in these journals, Research, Measurement and Statistics (RMS) students and faculty can present their research at the annual meetings of APA and those regional and state affiliates, Southwestern Psychological Association (SWPA) and Texas Psychological Association (TPA).

Psychometric Society

The Psychometric Society (<https://www.psychometricsociety.org/>) is “at the forefront of the development of formal theories and methods to study the appropriateness and fidelity of psychological measurements” and “covers virtually all statistical methods that are useful for the behavioral and social sciences.” Research, Measurement and Statistics (RMS) students can present their research at the annual meetings of the International Meeting of the Psychometric Society (IMPS).

Educational Research and Evaluation Laboratory (EREL)

The EREL is associated with the Research, Measurement and Statistics (RMS) department. It is located in room 718 Harrington Tower. This facility is designed to assist faculty and students in research design and quantitative analyses. In addition to consultation services, 10 computers with select statistical software - Mplus, RStudio, SPSS, and Stata - available for use, in addition to three machines reserved for Research, Measurement, and Statistics faculty and graduate student use.

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.

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.

Summary of the Major Steps Required in Fulfilling Master's Degrees

MEd and MS Non-Thesis Option

1. Meet with Entering advisor to plan courses for the first semester and begin preliminary degree planning.
2. Meet with appropriate instructors regarding requests for course waivers (syllabi needed).
3. Meet with Entering advisor or Chair each semester in advance of course registration period.
4. Contact a faculty member to request that they serve as your Advisory Committee Chair.
5. Work with your Chair to determine two other members for your Advisory Committee and refine your degree plan.
6. Complete the online University degree plan for Advisory Committee approval.
7. Complete formal coursework detailed on degree plan.
8. Apply for graduation.
9. Schedule and pass the final examination or other requirement of your committee.

MS Thesis Option

1. Meet with Entering advisor to plan courses for the first semester and begin preliminary degree planning.
2. Meet with appropriate instructors regarding requests for course waivers (Syllabi needed).
3. Meet with Entering advisor or Chair each semester in advance of course registration period.
4. Contact a faculty member to request that they serve as your Advisory Committee Chair.
5. Work with your Chair to determine other members for your Advisory Committee and refine your degree plan.
6. Complete the online University degree plan for Advisory Committee approval.
7. Complete formal coursework listed on degree plan.
8. Receive acceptance of thesis proposal by Advisory Committee.
9. Secure approval of thesis research protocol by the IRB (if needed).
10. Collect and analyze data and write thesis.
11. Apply for graduation.
12. Schedule final examination (defense of thesis).
13. Submit a draft of the thesis approved by the Advisory Committee Chair or Co-Chairs to the Advisory Committee at least four weeks prior to scheduled final defense.
14. Meet with staff in the Thesis Office regarding formatting.
15. Advisory Committee submits feedback on the draft at least two weeks prior to the final oral.
16. Submit a revised draft of the thesis based on the feedback received to the Advisory Committee at least one week prior to scheduled final defense.
17. Pass thesis defense and make any additional revisions required by the Committee.
18. Meet Thesis Office deadlines for submission of thesis.

Academic Policies

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.

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>.

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 to be 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.

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 with regard to all aspects of community responsibility and academic misconduct. Students identified as violating academic honesty will be reported to the Aggie Honor Code office. **Any academic misconduct confirmed by the Honor Council 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.

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 <https://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.

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 into 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.

Student Grievance Procedures

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 <https://student-rules.tamu.edu/studentgrievanceprocedures/> and specific instances in which a grievance can be filed. Consistent with university procedures, the Department of Educational Psychology follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

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

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

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

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

It is important to note that whenever there is discussion regarding a particular faculty-student, supervisor- student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.

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

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

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 the advisory committee chair, from faculty qualified and willing to serve based on department guidelines and university policies as documented on the degree plan. Students may change faculty membership in their degree plan with approval and signatures from current and future committee members. Students must secure willing replacement members prior to starting the process. Students are encouraged to consult with their current Committee Chair prior to considering changes in the composition of their Graduate Committee. If conflicts arise during this process, students should consult with the Associate Department Head/Director for Graduate studies. The most important thing for graduate students to remember is to consult with everyone involved in the process of formation and/or changing of the Graduate Committee prior to making any formal decisions. It is the graduate students right to change a committee member or chair or reconstitute the entire committee. Such an action must be taken prior to the final exam/final dissertation defense. A consultation with the Associate Department Head for graduate programs is strongly advised if such an action is taken.

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:

1. Advocate for the University or the student, or any particular point of view.
2. Make or change University decisions, rules, or policies.
3. Set aside a decision or supersede the authority of another University official.
4. Participate in formal grievance procedures.
5. Provide legal advice.
6. Conduct formal investigations.

You might want to contact the Ombuds Officer when:

1. You need an impartial, independent, and confidential person to listen.
2. You think someone at the university has treated you unfairly.
3. 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.
4. You are not sure how to interpret a University policy or procedure or how it applies to your situation.
5. You feel that a University policy, procedure, or regulation has been applied unfairly, or itself

is unfair or ambiguous.

6. 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:

1. Academic related issues (grade disputes, testing procedures, instructor/student misunderstandings, etc.)
2. Intellectual property
3. Interpersonal conflicts, lab politics, and problems with workplace climate
4. Professional ethics
5. Advice on how to have difficult conversations
6. Concerns about procedural fairness or due process
7. Conflicts between graduate students and their research advisors
8. Concerns about inequities in work expectations and/or funding opportunities
9. Disagreements with or misunderstandings of university policy/procedure
10. Cultural conflicts
11. Concerns about unethical or inappropriate behavior

Ombuds Officer contact information

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

Ombuds Officer for Graduate and Professional School

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

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

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

Name: _____ UIN: _____ Date: _____

Address: _____

Telephone: _____ TAMU Email Address: _____

Department: EAHR EPSY KNSM TLAC

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

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

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

Yes No

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student signature:

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

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

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

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

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



Policy and Practices for Student Concerns, Complaints, and Grievances

In the course of their professional training, graduate students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures (<https://student-rules.tamu.edu/studentgrievanceprocedures/>) and specific instances in which a grievance can be filed. Consistent with university procedures, the School of Education and Human Development follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

Guiding Terms

Bullying Behaviors include (but are not limited to):

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

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

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

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

Departmental Ombuds Representatives for Graduate Students

Educational Administration and Human Resource Development – Krista Bailey

Educational Psychology – Krystal Simmons

Kinesiology and Sports Management – Paul Batista

Teaching, Learning, and Culture – Karen Rambo Hernandez



Stages in the Grievance and Conflict Resolution Process

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

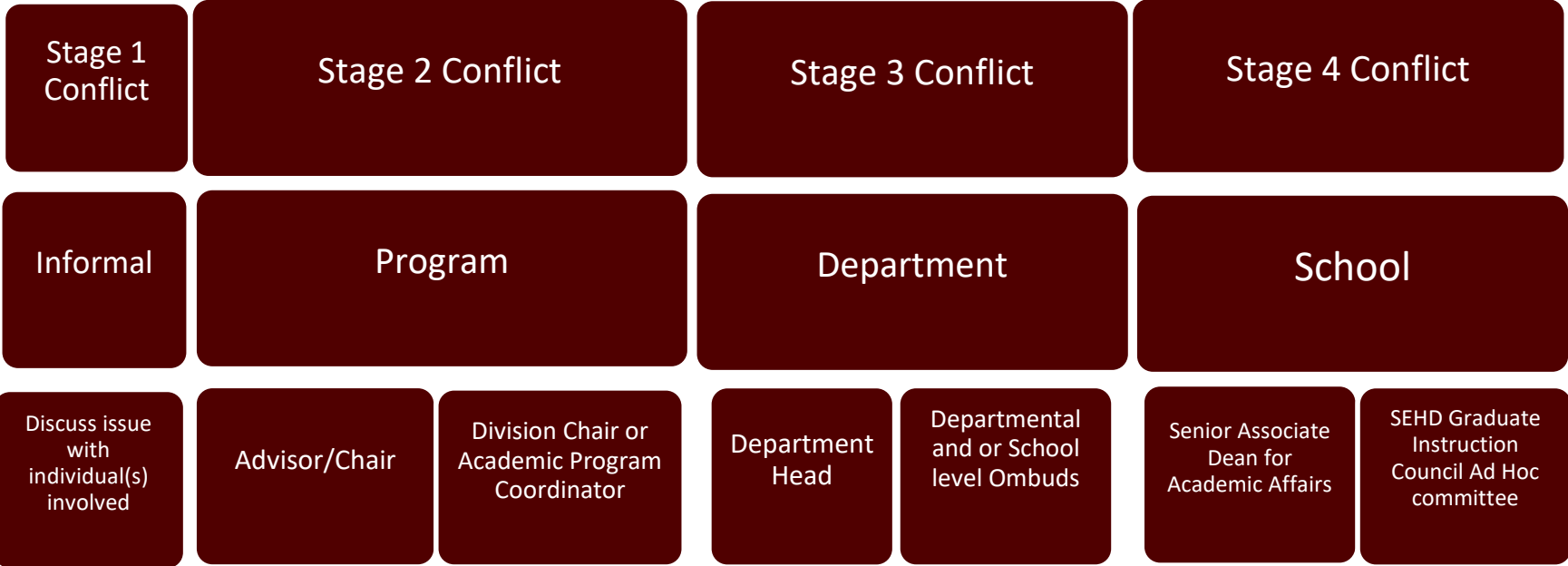
Stage	Procedure
<p>Stage 1 First step in grievances and/or interpersonal conflict</p>	<p>As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern within their program/department. If efforts to communicate directly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



<p>Stage 4 School-level involvement</p>	<p>Once the department head renders or advises the student on a course of action, if the student is unsatisfied, the student may elect to advance the grievance to the School level for further consideration. In most cases, the School’s Senior Associate Dean for Academic Affairs will communicate with the student and recommend any further action.</p> <p>It is important to note that whenever there is a discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.</p> <p>At the School-level, there is a Professional Concerns Ad-hoc Committee made of Graduate Instruction Council (GIC) members which may be called by the School’s Senior Associate Dean for Academic Affairs to review the grievance or graduate student concern and offer a recommendation.</p> <p>Students may also contact the Ombuds for the Graduate and Professional School (ombuds@tamu.edu) or 979-845-3631. https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services</p> <p>Formal Grievance Submission Processes</p> <ul style="list-style-type: none">• Title IX: Sexual Discrimination, Sexual Harassment, Sexual Assault and Violence• Graduate and Professional School Grievances and Appeals• Texas A&M Student Grievance Procedures
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Graduate Student Grievance and Conflict Process



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Texas A&M University
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Graduate Student Concern Form

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