COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY GRADUATE STUDENT HANDBOOK

Division of Research, Measurement and Statistics (RMS)
PhD Program
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, 4th floor.

Division Introduction

The Division of Research, Measurement, and Statistics (RMS) operates within the Department of Educational Psychology (EPSY) and the College 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. Daniel Hajovsky
Associate Department Head for Research and Faculty Development:	Dr. Wen Luo
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.

A limited number of EPSY Scholarships, Fellowships, and Graduate Assistantships are available for PhD students. For application information, please contact the EPSY Graduate Advising Office. More information about financial assistance through graduate assistantships is provided in the Graduate Assistantship section.

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 CEHD 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 Scholarships & 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 scholarship is available through the Research, Measurement & Statistics (RMS) program coordinator. Students should directly email the program coordinator regarding their conference travel plan and the availability of travel scholarship depends on the funding allocation from the college and EPSY department each year.

Funding Preference

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

- 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, and rigor of conference.

Application Procedure

RMS program coordinator will send out email regarding any travel scholarship and the corresponding application procedure.

PhD Awards and Scholarships

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

Award	Due Date	Origination
PEO Fellowship awarded by GPS SEHD nomination	Sept/Oct	GPS
Dissertation Fellowship Awards Awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/dissertation-fellowships	November	GPS
Buck Weirus Spirit Award https://www.aggienetwork.com/buckweirus/	Late Dec/Early Feb	TAMU
Graduate Merit Fellowship awarded by GPS from SEHD nominations	January	GPS
Pathways to the Doctorate Program awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/pathways-to-the-doctorate-collaboration-grants-and-fellowships	January	GPS
Aviles Johnson Fellowship awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/what-is-the-aviles-johnson-fellowship	February	GPS

AFS Distinguished Student Award for Research and Teaching https://grad.tamu.edu/knowledge-center/funding-and-benefits/distinguished-graduate-student-award	February	AFS
Gramm Fellows Award awarded by GPS from SEHD nominations https://grad.tamu.edu/knowledge-center/funding-and-benefits/u-s-senator-phil-gramm-doctoral-fellowship-information	February	GPS
George W. Kunze awarded by GPS from SEHD nominations. https://grad.tamu.edu/knowledge-center/funding-and-benefits/texas-a-m-distinguished-dissertation-award-information	April	GPS
Lohman/Heep Fellowship SEHD award	June	SEHD
Jane and Collie Conoley Fellowship SEHD award	June	SEHD
Thornberry Fellowship SEHD award	June	SEHD
Lechner Graduate Grant	June	GPS

Graduate Assistantships

EPSY Graduate Assistantship Guidelines

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

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

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

Assistantship Plan

1. Merit-based Graduate Assistantships are available in EPSY for a limited number of full-time PhD students every semester. Master's degree students and EdD students are not eligible for EPSY funded Graduate Assistantships. However, faculty members with grant funds external to EPSY may hire any suitable graduate student for their project. Graduate Assistantships in EPSY may be provided for teaching, grading, research, or special departmental needs. Every Graduate Assistantship award is based on merit, exceptional performance in previous assignments, evaluations by the faculty mentors, PICA scores (for GATs), and department needs. See https://pica.tamu.edu/ for the official university online course evaluation system, called PICA.

2. Duration: Graduate Assistantships in EPSY for PhD students are not guaranteed. However, if awarded, students will receive no more than 3 years of departmental funded support. A Graduate Assistant who receives any funding from EPSY during an academic year is considered to have received one full year of EPSY funding. Any departmental support provided to a PhD student in a semester – whether in the form of salary, tuition, or benefits – will count toward a year of EPSY support. To clarify, if a student receives 5 hours, 10 hours, or 20 hours of GA support for a semester and/or any support for tuition and/or benefits from the department (no matter the number of hours or dollar value), then the student is considered to have received a full year

of Graduate Assistantship benefits from EPSY.

3. The department encourages students to secure funding from grants with professors, scholarships from SEHD, GPS, CTE, MSC, and work study activities in the university, graduate assistantships in other departments, centers or institutes, and/or loans to provide support for tuition and benefits. Funding from grants and other sources external or internal to EPSY do not count toward EPSY funding for graduate students.

4. Summer funding is occasionally available. Priority for summer funding from EPSY will be awarded based on merit, exceptional performance in previous assignments, departmental needs, and student progress toward graduation. If a PhD student receives any summer funding for salary, tuition, or benefits, this will not count toward the 3-year limit on EPSY funded Graduate Assistantships.

5. In very rare circumstances, funding is also provided to students in the Online EdD Program; however, as most EdD students are practicing school leaders, these opportunities are limited and are reserved for exceptional circumstances. EdD students should be aware that some scholarships and fellowships are restricted to PhD students only. If an EdD student were to be granted funding by the department, the rules outlined above would apply to them as well.

6. The Associate Department Head for Graduate Studies, in consultation with the Academic Program Chairs and the Graduate Committee, selects and appoints all Graduate Assistants. This decision of who receives a Graduate Assistantship is based on several factors including: departmental needs, recommendations from Academic Program Chairs, availability of funds, academic credentials, English Language Proficiency scores for international students, Center for Teaching Excellence certification, annual mentor evaluations, full time status, previous years of support, match of skills with research, and competency in teaching and research needs for the position.

7. Students who do not receive EPSY funded assistantships are encouraged to seek funds outside of the department from sources such as: Graduate and Professional School (GPS), Center for Teaching Excellence (CTE), Memorial Student Center (MSC), external faculty grants, and other departments in SEHD or the University.

The awarding of a graduate assistantship is contingent upon the successful completion of a criminal background check as required by Texas A&M University Regulation 33.99.14 governing all employees. The details of this regulation can be found on the web at https://rules-saps.tamu.edu/PDFs/33.99.14.M1.pdf.

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

Graduate Assistant Categories and Duties

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

Graduate Assistant – Teaching (GAT)

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

- Complete the Teaching Assistant Institute (TAI) Online Preparation Course.
- Attend the face-to-face Teaching Assistant Institute provided by the Center for Teaching Excellence (CTE).
- Submit the TAI certificate to the Associate Department Head for Graduate Studies.
- Attend the department GAT training offered at the beginning of the semester.
- For those Graduate Assistants who will be teaching a class as a GAT, your syllabus must be sent electronically to your faculty mentor. Your employment is based on university hours, Monday through Friday, from the beginning until the end of the semester on the university calendar https://registrar.tamu.edu/Academic-Calendar. Your faculty mentor will assign specific times and tasks.

Graduate Assistant Non-Teaching (GANT)

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

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

Graduate Assistant Research (GAR)

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

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

Teaching Assistant Institute (TAI)

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

Graduate Assistant Compensation

Explicit Understandings:

(Rates are as of 2024-2025 SY)

1. A graduate student assigned 20 hours is considered full-time by EPSY.
    - For accounting and grant budgeting purposes, 20 hours = 50% time, 10 hours = 25% time.
2. Current Doctoral Student Salary (20 hours) is $2,000 per month for 9 months.
3. Approximate Costs for 9-month doctoral student is $4,954 (Tuition) + $18,900 (salary fringes

20%, insurance) = $23,854.

4. If a graduate student is funded for 10 hours by the department, the student will need to secure an additional 10 hours in order to be eligible for health insurance and tuition support. A graduate student with only 10 hours of support is not eligible for tuition support or insurance.
5. If a graduate student is funded 10 hours by external funds, funding by the department for the additional 10 hours is based on needs in the department and advance approval by the department.
6. Students will follow the Texas A&M Staff and Faculty holiday dates as set forth by the University.

Requirements for Graduate Assistants

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

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

Graduate Assistant Teaching (GAT) will be assigned a faculty mentor. Your syllabus must be sent electronically to your faculty mentor by August 15 for the Fall semester and January 15 for the Spring semester. See Minimum Syllabus Requirements. It will be your responsibility to contact your mentor and schedule at least two observations; one prior to midterm. The mentor will complete an evaluation and provide feedback following the scheduled observation. You must register your course for both midterm and final evaluations using the PICA system https://pica.tamu.edu/. You are responsible for sending the statistical data and feedback from students to your assigned mentor within one week of receiving the results.

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

Mentoring, Advising, and Coaching Guidelines

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

Graduate Assistants must review and comment on the evaluations.

Center for Teaching Excellence (CTE) Certification

GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research for those having any contact with Pre-K through 12 students) students must complete the Center for Teaching Excellence (CTE) certification. CTE is a one-time certification. **International students must also secure English Language Proficiency certification (see below). GAT/GANT/GAR salaries will not begin until you have secured CTE certification and ELP certification (international) and attended a meeting of all Graduate Assistants (GAT, GANT, and GAR).** This seminar is mandatory and it is expected that assistants attend and participate as part of their roles and responsibilities.

English Language Proficiency Certification

International students please note:

International graduate students who wish to serve in teaching positions can certify for English proficiency before enrollment by achieving requisite scores on the oral component of the following standardized tests: TOEFL or IELTS exams (Minimum score requirements can be found at: https://grad.tamu.edu/academics/academic-success-resources/elp). If international graduate students who wish to serve in teaching positions do not achieve requisite standardized test scores prior to enrollment, they can certify by taking the on-campus English Language Proficiency Exam (ELPE). Registration deadlines exist. Spots fill quickly. For registration information, visit Testing Services.

Guidelines for International Alternate Work Location (IAWL) for Graduate Assistants

Texas A&M recognizes that international mobility is paramount to the conduct of business and therefore, it is important to provide flexibility to employees that may need to work remotely from abroad to satisfy a critical business need resulting from their employment responsibilities.

IAWL Related SAP approved November 2023

IAWL Request Form for Faculty, Staff, and Graduate Assistants

Grading Restrictions for GATs

For the School of Education and Human Development, graduate students who are serving as GATs will not be allowed to grade their peer Ph.D. graduate Students' papers/works.

Minimum Syllabus Requirements

A checklist of minimum syllabus requirements for courses taught at TAMU can be found online: Minimum Syllabus Requirements. A syllabus template, ADA and Academic Integrity Statements, an Attendance Policy, and Grading Scale Examples can be found at: Course Inventory Approvals.

HR Department:

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

Office Key, Copier Code, and Weekend Access:
The EPSY administrative office will gladly assist you in obtaining these resources. Please schedule an appointment with Cathy Watson (cwatson@tamu.edu) to obtain these items.

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

Graduate Student Advising

Academic Advisors

Peggy Brigman
Academic Advisor IV
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 dissertation 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.

Students in the Ph.D. program must select their chair and/or co-chair, form their advisory committees, and file their degree plans before the end of their fourth regular semester in residence, excluding summer semester. Registration for future semesters is blocked until the degree plan is on file. Doctoral advisory committees will consist of no fewer than four members of the graduate faculty. The student's chair must be a full-time member of the department and program area, and at least one or more of the members must be from a department other than the student's major department. Only graduate faculty members located on the campuses at College Station, Galveston, Texas A&M University-Temple Campus or Institute of Biosciences and Technology-Houston may serve as chair of a student's advisory committee. Other Texas A&M University graduate faculty members, including the Texas A&M University System graduate faculty, may serve as co-chair with an individual located at College Station, Houston, Temple or Galveston.

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 dissertation has the responsibility for calling all meetings of the committee. The duties of the committee include guidance on the approved courses for the proposed degree plan, the research proposal, the

preliminary examination, the dissertation format, and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Graduate and Professional School.

Degree Plan and Requirements

The Division of Research, Measurement and Statistics (RMS) offers **MEd, MS, and PhD degrees** in Educational Psychology. 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.

For PhD students who have completed a master's degree, the minimum number of credit hours is 64; those entering with only a baccalaureate degree must complete at least 96 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.

For traditional doctoral degree programs, **no more than four courses may be taken by distance education.** A few select programs (e.g., students pursuing BCBA certification, students enrolled in the Learning Design & Technology doctoral specialization program) will be adjusted to allow slightly higher limits to accommodate required coursework. See the Graduate Catalog for more information https://catalog.tamu.edu/graduate/.

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 36th hour, and no later than 90 days prior to the preliminary examination.**

The core curriculum for Research, Measurement and Statistics (RMS) doctoral 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. Doctoral committees consist of four 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.

Transfer of Credit for Doctoral Degrees

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

Coursework **that no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit.** Credit for coursework submitted for transfer from any School or university must be shown in semester credit hours, or equated to semester credit hours. Courses used toward a degree at another institution

may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Graduate and Professional School. Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university that transfer courses are taken must be sent directly to the Office of Admissions. **The Graduate Committee of the Department of Educational Psychology (EPSY) will review and approve all requests for transfer credits.**

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 PhD Core Curriculum

Doctoral Core Curriculum for the Ph.D. Program in Educational Psychology with an Emphasis in Research, Measurement and Statistics (RMS)

(Revised and Adopted April 24, 2018)

Course	Course Title	Credit Hours
Prerequisite Courses (will not be listed on the doctoral program degree plan)		
EPSY 622*	Measurement and Evaluation in Education	3
EPSY 635*	Educational Statistics	3
EPSY 636*	Techniques of Research	3
Core courses		
EPSY 603	Qualitative Methodologies in Education	3
EPSY 625	Advanced Psychometric Theory	3
EPSY 640	Statistical Analysis in Educational Research I	3
EPSY 641	Statistical Analysis in Educational Research II	3
EPSY 642	Meta-analysis of Behavioral Research	3
EPSY 650	Multiple Regression and Other Linear Model in Educational Research	3
EPSY 651	Theory of Structural Equation Modeling	3
EPSY 652	Theory of Hierarchical Linear Modeling	3
EPSY 656	Survey Instrument Development	3
TOTAL CORE CREDIT HOURS		**27**
EPSY 691	Dissertation Research Hours- Minimum	13
Electives	RMS Courses**- Minimum	24
Total^		**64**

University Minimum Credit Hour Requirements:

^For those holding a Master's Degree, **64 credit hours** is the minimum requirement.

^For those holding only a Bachelor's Degree, **96 credit hours** is the minimum requirement.

*__Prerequisite courses:__ Requirements may be waived for students who have comparable previous coursework or demonstrate requisite knowledge and skills. Students who feel they meet these criteria should consult their advisor. EPSY 622: pre-requisite for EPSY 625; EPSY 635 and EPSY 636: pre-requisite for EPSY 640 and EPSY 641.

RMS or related courses within or ***outside* of EPSY (e.g., STAT 604) need to be preapproved by advisor/committee chair.

RMS Related Electives***

EPSY 631	Program Evaluation
EPSY 633	Qualitative Research Design and Data Collection
EPSY 639	Experimental Research Designs in Educational Settings
EPSY 643	Applied Multivariate Methods
EPSY 653	Advanced Structural Equation Modeling
EPSY 654	Longitudinal Data Analysis
EPSY 655	Item Response Theory
EPSY 661	Data Analysis for Single-Case Experimental Design in Educational Reearch

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

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.

Residence Requirements

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

Distance Education Restrictions

The Texas Higher Education Coordinating Board has specific rules and regulations related to Doctoral programs. One of these regulations is a limit of four (4) courses taken in a distance or online format. Unless the doctoral program is a Texas Higher Education Coordinating Board approved online degree. When scheduling courses and planning your degree plan, please be aware that only four distance education or online courses can be included in your degree plan. If you take more than four courses in a distance education or online format, these additional courses beyond the limit of four courses cannot count toward the 64-hour or 96-hour degree plan, and exceeding the limit would prevent you from graduating. Please see the link below for specific information:

https://reportcenter.highered.texas.gov/agency-publication/guidelines-manuals/waar-de-approval-process-guidelines-final/.

Course Time Limit

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

99-Hour Cap on Doctoral Degrees

Doctoral students have 7 years (21 semesters) to complete their doctoral degree without being penalized. During the 7 years, students who are otherwise eligible for in-state tuition will be charged as such, even if they accumulate more than 99 doctoral hours. After 7 years (21 semesters), any student accumulating more than 99 doctoral hours will be charged tuition at a

rate equivalent to out-of-state tuition regardless of funding. Students who have been granted individual exemptions for the doctoral hour cap limit by the Texas Higher Education Coordinating Board and those students in programs that receive programmatic exemptions have 130 doctoral hours and 21 semesters before they are penalized with a higher tuition rate.

Student Degree Evaluations in Howdy

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

1. Degree Evaluation
2. Generate New Evaluation
3. Choose your program; Generate Request
4. Detail Requirements:
    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 behavior is exemplified by forming respectful relationships with faculty, staff, students, and other people with whom they interact.

Annual Evaluation of Academic Progress

The student's faculty entering advisor/chair and Research, Measurement, & Statistics (RMS) faculty evaluate students' academic progress annually. This review takes place in the spring semester of each academic year. Typically, the students are reviewed and evaluated based on their satisfactory progress in their classes, research, and possible teaching experiences. To facilitate this review, doctoral students are required to provide and update the requested information each year by March 1 using the ***Doctoral Portfolio*** *(electronic format) or* ***My Grad Journey*** *(**https://mygradjourney.tamu.edu**).*

Additionally, all the first year RMS doctoral students will be evaluated for their communication skills in their first year (a.k.a. first year assessment plan) through required courses like EPSY636 (Techniques of Research). This evaluation is in line with the EPSY's general doctoral study guidelines and recommendations and will be documented in the AEFIS Year 1 program assessment as well as in the annual evaluation of doctoral students.

Students who do not update their records will be blocked from registering for classes in the summer or fall semesters. The student's faculty entering advisor/chair is responsible for evaluating the student's progress toward a degree notifying the student of any concerns. 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.

Doctoral Portfolio (Electronic Format)

All doctoral students in EPSY have their academic performance reviewed by their Dissertation Committee Chair and other Committee Members, annually. This review takes place in the spring semester of each academic year.

Purpose

This annual review allows faculty to 'keep track' of how their doctoral students are moving along their academic work. It allows faculty to assess, for instance, what courses the student has taken, what grades the student has achieved, and whether the student has completed all university requirements for the doctoral degree (PhD or EdD). In addition to allowing faculty to have access to their students' data, the new electronic format for the annual review will allow doctoral

students to develop an electronic portfolio of their work: a place where they can upload papers, presentations, list their conference presentations, memberships in professional organizations, and research interests.

Procedures

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

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

Continuous Program Progress

Continuation of a student's studies is contingent on meeting the academic, ethical, and professionalexpectations described above and demonstrating progress toward completion of the degree. Students who fall behind in program sequences and activities will not meet program expectations in this area. In addition, doctoral students are expected to move through the sequence of preliminary exams, proposal meeting, and preparation and defense of the dissertation **in a timely manner**. Failure to maintain expectations in one or more of these areas will require the student to meet with program faculty in either a regularly scheduled student review session or a specially called session. In such cases, students will be given an opportunity to explain their circumstances to the faculty. After faculty evaluation of the student, the following actions are available to faculty:

1) A plan for remediation of the problem that is agreed to by the Advisory Committee and the student;
2) A formal reprimand from the Research, Measurement and Statistics (RMS) faculty – with or without a remediation plan or sanctions;

3) Formal probation within the program. Such probation would include a written list of objectives that the student accomplishes during the probationary period, a timeframe in which these objectives must be achieved, and a description of sanctions to occur if the requirements of the probationary period are not met;
4) Dismissal from the program.

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

Additional Information & Opportunities

Research Experiences

Graduate students are encouraged to engage in a broad range of research experiences prior to beginning their dissertation. Students should begin working with faculty on their research projects during their first year in the program. Students may wish to work with a variety of faculty during their graduate studies to broaden their research apprenticeship experiences. Student initiated research, under faculty supervision, also is encouraged. The goal of the research team is to give students hands-on experience in a range of research activities prior to the dissertation experience. In addition, active participation in such research activities can lead to authorship credit on conference presentations and publications depending on the level of contribution.

A wide variety of research is conducted in the Department of Educational Psychology that reflects the research interests of departmental faculty. Much of this research is grant related. Research teams support most research efforts and generally welcome new members to the teams. Doctoral programs in the department have varying requirements for participation in research, but all graduate students are encouraged to participate in research throughout their graduate career in preparation for the research required by their dissertation topic.

The Department of Educational Psychology has established research requirements for all doctoral students. The policy anticipates that all students will participate in research before completing work on a dissertation. Both conference presentations and submission of articles are encouraged and are strongly encouraged for doctoral students. All students participating in research with human subjects must receive the training required by the Institutional Review Board (IRB) of the TAMU Office of Research Compliance prior to the initiation of their activities. In addition, all research involving human subjects must be approved by the IRB regardless of funding status. Information and forms related to IRB training, proposal submission, and other IRB functions are available at https://vpr.tamu.edu/human-research-protection-program/.

Teaching Opportunities

The Division of Research, Measurement, & Statistics (RMS) Teaching Portal provides a gateway for doctoral students to gain teaching experience. In consultation with the faculty entering advisor/chair, all Ph.D. students may involve themselves in one of instructional opportunities that include:

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

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

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

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

Teaching Requirements

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

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

Certificate Enrollment: Advanced Research Methods (ARM)

The Advanced Research Methods (ARM) Certificate is a stand-alone graduate-level certificate in Education & Social Sciences Advanced Research Methods (ARM), offered by the school of Education and Human Development at Texas A&M University. The program allows graduate and non-degree seeking students the opportunity to gain additional training in research methodology, and to obtain academic validation for their efforts. The Certificate testifies to a student's successful mastery of advanced competencies in education and social sciences research methods, with emphasis on quantitative or qualitative approaches. The ARM certificate facilitates students' initiation into the academic publication process, and allows them to become more 'marketable' in today's competitive hiring practices, especially in the context of Research Universities with Very High Research Activity. It is a 12-hour certificate that can be added to your curriculum. This certificate may require additional courses outside of degree plan coursework. Prior to starting the coursework Students must submit Intent & Additional Curriculum forms to the Graduate Advising Office and their Faculty Advisor for approval. The intent form will then need to be submitted online. For requirements and detailed information, please visit 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 Teachingof 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.

Advance to Doctoral Degree

Preliminary Examination

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

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

Preliminary Examination Policy

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

Preliminary Examination Content

Students are expected to demonstrate mastery of foundational knowledge of the concepts, principles, and theories in the Research, Measurement and Statistics disciplines and synthesize subject matter across courses and experiences through the passing of the preliminary exam. Examination content should reflect the student's ability to utilize verbal, visual, and written communication skills to effectively articulate the essential elements, core concepts, foundational theories, and practical applications of program curriculum and content.

The preliminary examination in the Research, Measurement, and Statistics Division consists of **both a written examination and an oral examination** that are administered by all members of the student's advisory committee. All committee members are expected to follow the guidelines below concerning the preliminary examination.

Preliminary Examination Format

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

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

The format of the preliminary examination shall be determined by the student's department (or interdisciplinary degree program, if applicable) and advisory committee, and communicated to the student in advance of the examination. The exam may consist of a written component, oral component, or combination of written and oral components. The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the examination committee.

Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each advisory committee member will provide a pass or fail evaluation decision. Only one advisory committee substitution is allowed to provide an evaluation decision for a student's preliminary exam, and it cannot be the committee chair.

If a student is required to take, as a part of the preliminary examination, a written component administered by a department or interdisciplinary degree program, the department or interdisciplinary degree program faculty must:

1. offer the examination at least once every six months. The departmental or interdisciplinary degree program examination should be announced at least 30 days prior to the scheduled examination date.
2. assume the responsibility for marking the examination satisfactory or unsatisfactory, or otherwise graded, and in the case of unsatisfactory, stating specifically the reasons for such a mark.
3. forward the marked examination to the chair of the student's advisory committee within one week after the examination.

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

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

- Proctored written examination format – Candidates will be required to provide a written response within a 4-hour block of time. Candidates will need to arrange with academic advising office and the committee member posing the question(s) for the written exam to be on campus on the day of the examination.
- Take-home examination format – For take-home questions, committee members will e-mail their questions to the chair 6 weeks prior to the oral examination. After receiving all questions and determining suitability, the chair will then distribute the questions to the student 5 weeks before the oral exam date. This scheduling allows the student 4 weeks to write the exam and

committee members 1 week to read the answers before the oral examination. Students are expected to follow the committee member's instructions for each question.

- Systematic literature review and take-home examination format – Conduct a systematic literature review of research related to their dissertation topic, together with take-home questions from some committee members. The TAMU library offers resources and consultation on how to conduct a systematic review.

Preliminary Examination Scheduling

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

Prior to commencing any component of the preliminary examination, the student should review the Steps to Fulfill the Preliminary Exam Requirements of the Graduate & Professional School. A departmental representative or the advisory committee chair will review the eligibility criteria with the student, using the Preliminary Examination Checklist to ensure the student is eligible for the preliminary examination. The following list of eligibility requirements applies.

1. Student is registered at Texas A&M University for a minimum of one semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters, then the student must be registered for the term immediately preceding the examination.
2. An approved degree plan is on file with the Graduate and Professional School prior to commencing the first component of the examination.
3. Student's cumulative GPR is at least 3.000.
4. Student's degree plan GPR is at least 3.000.
5. All English language proficiency requirements are satisfied.
6. At the end of the semester in which at least the first component of the exam is given, there are no more than 6 hours of coursework remaining on the degree plan (except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The head of the student's department (or Chair of the Interdisciplinary Degree Program, if applicable) has the authority to approve a waiver of this criterion.

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

Submission of Written Examination and Feedback

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

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

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

Oral Examination

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

According to the Graduate and Professional School the candidate is considered to have passed the examination if either all committee members present vote yes or if there is only one negative vote. If the candidate receives two or more negative votes, he/she will be required to retake the oral examination. Details regarding the Texas A&M Graduate and Professional School steps to Fulfill Preliminary Exam Requirements and the Pre-Details in the Graduate Catalog.

Report of Preliminary Examination

Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam. If a written component precedes an oral component of the preliminary exam, the chair of the student's examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam by all members of a student's examination committee with at most one dissension is required to pass a student on his or her preliminary exam. The student's department will promptly report the results of the Preliminary Examination to the Graduate and Professional School via the Report of Doctoral Preliminary Examination form. The Preliminary Examination checklist form must also be submitted. These forms should be submitted to the Graduate and Professional School within 10 working days of completion of the preliminary examination.

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

After Completing Preliminary Examination

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

will be required to repeat the preliminary examination.

Retake of Failed Preliminary Examination

Upon approval of the student's examination committee, with no more than one member dissenting, and approval of the Graduate and Professional School, a student who has failed the preliminary examination may be given one re-examination. Adequate time must be given to permit the student to address the inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate in writing to the student, an adequate time-frame from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and the committee should jointly negotiate a mutually acceptable date for this retest. When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit in order to retake the exam. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.

Admission to Candidacy

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

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

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

Final Examination for Doctoral Students

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

No un-absolved grades of D, F, or U for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been **admitted to candidacy** and their current official cumulative and degree plan GPAs are 3.00 or better.

The request to hold and announce the final examination must be submitted to the EPSY Graduate Advising Office **a minimum of 15 working days in advance** of the scheduled date. This will allow the advising office time to review the student's degree evaluation and notify the student of any deficiencies, if applicable. Any changes to the degree plan must be approved by the Graduate and Professional School prior to the submission of the request for final examination. To reserve a room

for the dissertation defense, the student must contact the EPSY main office. They will then complete the Request and Announcement of Final Exam form located on the GPS website.

The student's advisory committee will conduct this examination. **The final examination is not to be administered until the dissertation is available in substantially final form to the student's advisory committee, and all concerned have had adequate time to review the document.** Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

Report of Final Examination

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

A positive evaluation of the final exam by all members of a student's advisory committee with at most one dissension is required to pass a student on his or her final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Graduate and Professional School. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Graduate and Professional School.

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

Dissertation

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

Pre-Defense Publication of Dissertation Material

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

Use of Classified and Proprietary Information in Dissertation

Committee chairs are cautioned against allowing a student to use classified or proprietary information in electronic dissertations (ETDs), because these documents become available to the public upon submission to the Graduate and Professional School. The research conducted at Texas A&M University, as a Texas public institution, is ultimately for the benefit of the public. All ETDs are available on the Internet via the Texas A&M University Libraries. In addition, dissertations are published electronically by ProQuest (UMI) and are available from that source. A temporary embargo, or delay in public release, is possible.

Dissertation Research Proposal

All doctoral degrees require a research proposal. The proposal must be approved by the advisory committee and the head of the major department. This proposal must be submitted to the Graduate and Professional School at least 20 working days prior to the submission of the request for the final examination.

All research proposals are routed to the Office of Research Compliance and Biosafety for review and approval by the Graduate and Professional School prior to final approval. Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety to address questions about all research compliance responsibilities. Additional information can also be obtained on the website http://rcb.tamu.edu.

Dissertation Format

Although many RMS doctoral students continue to use the traditional five-chapter format for their dissertations (i.e., Introduction, Review of the Literature, Method, Results, and Discussion), students are also able to prepare two or more manuscripts in a **multiple-manuscript format** as part of their dissertation. In some cases, one of the manuscripts may be the review of the literature that would serveas "Chapter 2" of a traditional dissertation. In the multiple-manuscript format, this would be done by conducting and reporting a systematic literature review or meta-analysis that would be suitable for journal publication. The other manuscripts would consist of one or more methodologically focused studies suitable for journal publication. Students should talk with the Chair of their Advisory Committee about which format would be best for them. At the Proposal Meeting, members of the student's Advisory Committee must approve a proposal for each of the manuscripts. The acceptability of the completed manuscripts in meeting the dissertation requirement is decided by the Chair and Members of the student's Advisory Committee.

Each manuscript of a multiple-manuscript dissertation should follow guidelines specified by the journal to which it would be submitted. The TAMU Thesis & Dissertation Manual provides little information about content or organization of either format. However, traditional dissertations follow the Chapter Method format. Multiple-manuscript dissertations adhere to the Section Method format, with the manuscripts appearing as sections.

Dissertation Defense

The students' dissertation must demonstrate knowledge and skills required to conceive, develop, conduct, analyze, interpret, and report research at the level expected of a scholar with a PhD degree. At the dissertation defense, the student must present, explain, and justify the dissertation and answer any additional questions to the satisfaction of the Advisory Committee. Following the

examination, the student makes any additional changes required by the committee. The final written form of the dissertation must be accepted by the University Thesis Office. Additional information regarding this process can be found on the Thesis & Dissertation Services website.

Proposal/Exam Forms

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

PhD Graduation Rubric

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

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

Doctoral Student Evaluation
Educational Psychology PhD Degree

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

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

Degree Being Pursued: _____ **Date Form Completed:** _____

Letter of Completion

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

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

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 PhD Degree in RMS

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. Before completing 36 credit hours, meet with a faculty member to request that they serve as your Advisory Committee Chair.
5. Work with your Chair to determine the other members for your Advisory Committee and refine your degree plan.
6. Complete the online University degree plan for Advisory Committee approval.
7. Schedule and pass written and oral preliminary examinations.
8. Complete formal coursework listed on degree plan.
9. Submit proposal to Advisory Committee at least two weeks before proposal meeting and receive acceptance of dissertation proposal by Advisory Committee at meeting.
10. Secure approval of dissertation research protocol by the IRB (if needed).
11. Collect and analyze data and write dissertation.
12. Apply for graduation.
13. Schedule final examination (oral defense of dissertation).

14. Submit a draft of the dissertation approved by the Advisory Committee Chair or Co-Chairs to the Advisory Committee at least four weeks prior to scheduled final defense.
15. Meet with staff in the Thesis Office regarding formatting.
16. Advisory Committee can submit feedback on the draft prior to the final oral.
17. Submit a revised draft of the dissertation based on the feedback received to the Advisory Committee at least one week prior to scheduled final defense.
18. Pass dissertation defense and make any additional revisions required by the Committee.
19. Meet Thesis Office deadlines for submission of dissertation.

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 notresolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.

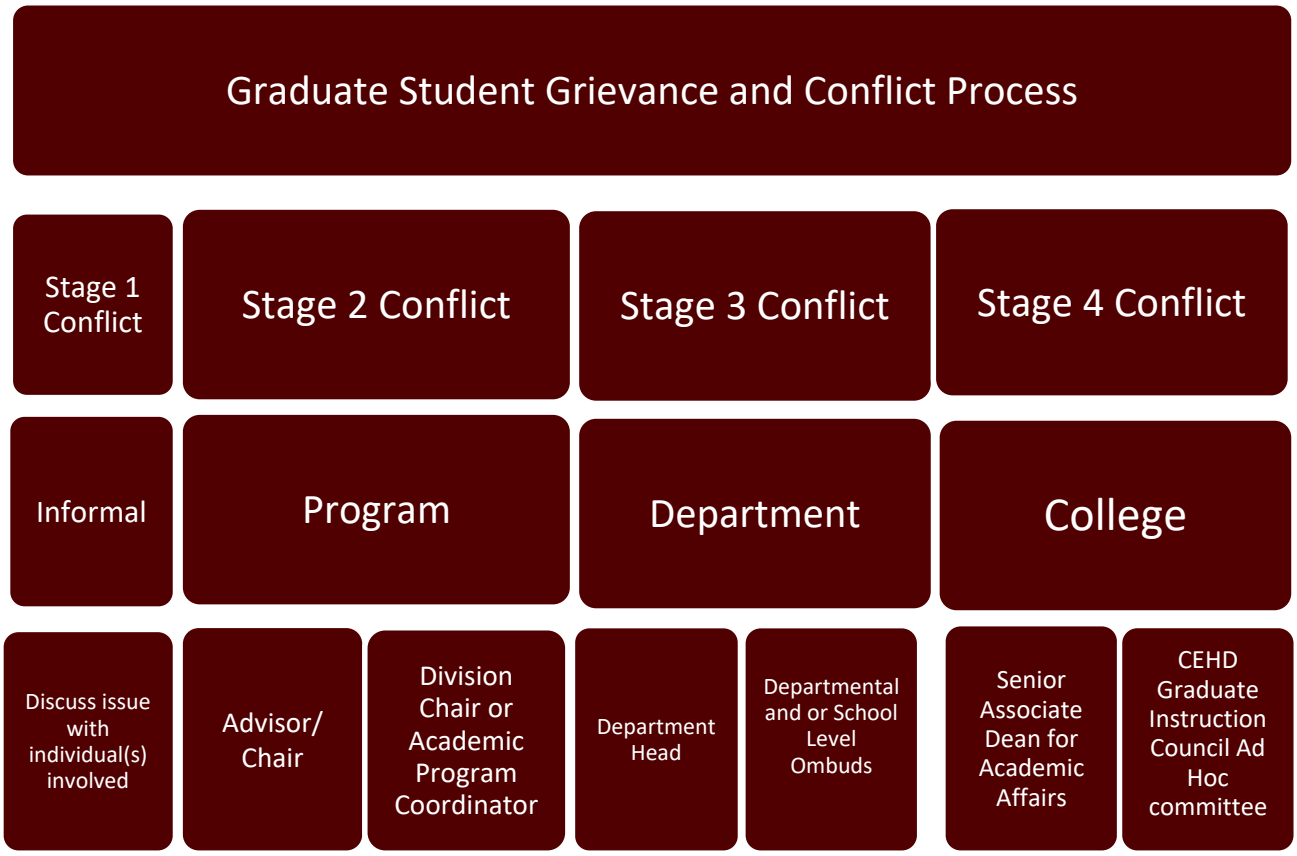
Intermediate Options: When conflicts/situations remain unresolved, students may seek guidance from their advisor/chair, an ombudsperson, or the faculty member who coordinates their academic program. The Department of Educational Psychology has an appointed Ombudsperson, Dr. Charley Ridley (cridley@tamu.edu) 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 DivisionChairs 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.

College: 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.



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	**Charles Ridley**	**cridley@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)

TEXAS A&M UNIVERSITY
School of Education & Human Development

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

TEXAS A&M UNIVERSITY
School of Education & Human Development

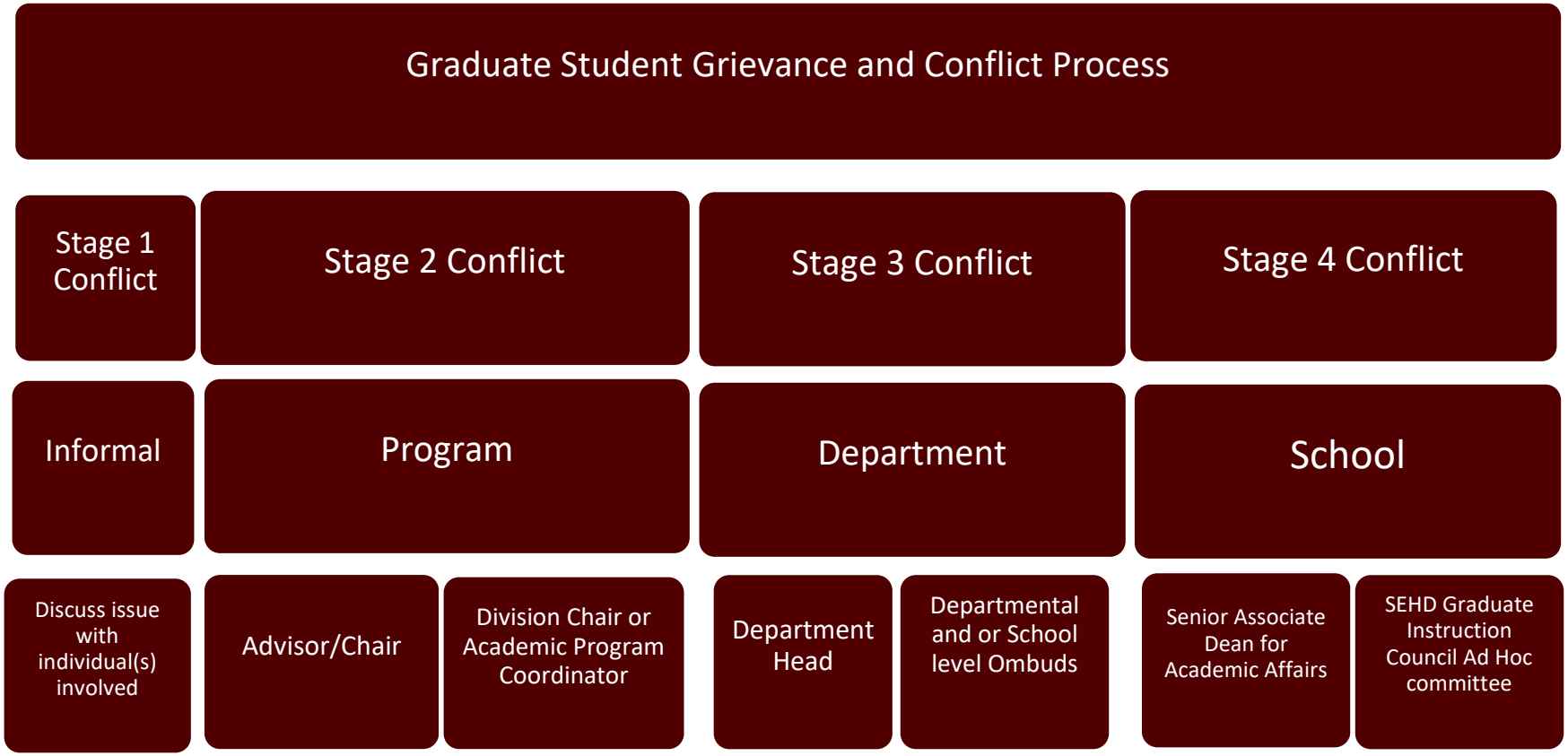
Stages in the Grievance and Conflict Resolution Process

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

Stage	Procedure
Stage 1 First step in grievances and/or interpersonal conflict	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. 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.
Stage 2 Unresolved Stage 1 grievance or conflict which may require assistance in resolution	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. 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. A university resource for student-involved mediation is available. **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.
Stage 3 Department head-level involvement	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.

Stage 4 School-level involvement	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. 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. 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. 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 Formal Grievance Submission Processes • Title IX: Sexual Discrimination, Sexual Harassment, Sexual Assault and Violence • Graduate and Professional School Grievances and Appeals • Texas A&M Student Grievance Procedures

TEXAS A&M UNIVERSITY
School of Education & Human Development



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

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

Name: UIN: Date:

Address:

Telephone: TAMU Email Address:

Department: ◯ EAHR ◯ EPSY ◯ KNSM ◯ TLAC

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

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

Have you met with this person regarding your concern, as this is the first step to a resolution?
◯ Yes ◯ No

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student signature:

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

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

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

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

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