COUNSELING PSYCHOLOGY

TEXAS A&M UNIVERSITY

DOCTORAL STUDENT HANDBOOK
2024 - 2025

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Welcome!

Welcome to the Counseling Psychology doctoral program at Texas A&M University, a program offered by the Department of Educational Psychology. The doctoral program in Counseling Psychology is accredited by the American Psychological Association. Our program is based on the scientist-practitioner model. We strive to train outstanding counseling psychologists who can advance theoretically based, empirically-driven services that enhance the health and well-being of individuals and communities.

We are interested in training students from diverse backgrounds and with diverse clinical and research interests. Our program is committed to student development and to the integration of science and practice.

If you need any additional information, please contact the department's Academic Advisor at (979) 845-1833 or visit the program website: https://epsy.tamu.edu/academics/counseling-psychology- doctoral/.

Disclosure of Education/Training Outcomes

Program information is provided in compliance with C-20 Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students. Domain G of the Guidelines and Principles for Accreditation of Programs in Professional Psychology (G & P) requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and with program expectations. The Student Admissions, Outcomes, and Other Data information is updated annually and posted at:

https://epsy.tamu.edu/academics/counseling-psychology-doctoral/

APA Accreditation

Inquiries about the accreditation status of the Counseling Psychology Program can be obtained from the American Psychological Association's Commission on Accreditation (CoA). The CoA can be reached at:

American Psychological Association
Office of Program Consultation & Accreditation 750 First Street NE Washington, DC 20002-4242 Phone: (202) 336-5979
Email: apaaccred@apa.org

Program Mission

The Texas A&M Counseling Psychology program trains and graduates ethical and clinically competent counseling psychologists, commensurate with current expectations from the American Psychological Association Commission on Accreditation for health service psychology. The program prepares scientist-practitioners within a cultural framework. The training and evaluation of students reflect the expectation that students will acquire both research and clinical skills.

The mission of the program is consonant with the six core values of Texas A&M University: Excellence, Integrity, Leadership, Loyalty, Respect, and Selfless Service. At the heart of both the program and the university is the intention to attain excellence in academic, research, service and teaching activities, and to develop leaders who will be involved on local, state, national and global stages.

The following section explicates the three core themes of the counseling psychology doctoral program.

Theme One: Multiculturalism

The program recognizes that individuals exist in cultural, political, historical, and economic contexts. Understandably, these contexts significantly impact individuals' psychological development and everyday functioning. Therefore, the counseling psychology faculty posits that inattention to these contexts in the training of psychologists is untenable. Accepting this premise as a mandate, the program aspires to mentor and train students who are culturally informed in theory, research, and practice. This is accomplished by actively: (a) recruiting a diverse and bilingual student cohort, (b) engaging in cutting-edge multicultural research in health, mental health, and educational disparities, (c) providing leadership and service in the area of health disparities, and (d) offering supervised counseling training with diverse clients.

The multicultural focus of the program can be described through three foci: targets, resources, and agencies and affiliations. All students in the program are required to have some common experiences such as the separate course in multicultural counseling, integration of multiculturalism throughout the curriculum, and supervised practicum with diverse clientele. In addition, the program has an array of opportunities and experiences that augment the shared experience. Students vary considerably in their participation in these activities. For example, a number of students are members of research teams that address a wide-range of topics germane to under- represented, under-studied and under-served groups, many students have conducted their dissertations studying various cultural issues and concepts. Overall, the program faculty intends for students to get comprehensive and immersive multicultural training experiences through the various avenues afforded.

Theme Two: Interdisciplinary Collaboration

The doctoral program recognizes the essential interdependency of counseling psychology with other disciplines. The interdependency is pertinent to research, training and practice missions. Program students thus interact with a variety of faculty, professionals and clients in the university and community at large. It is noteworthy that the counseling program’s emphasis on interdisciplinary collaboration comports well with the same major focus on interdisciplinary activity at Texas A&M University, as well as with federal policy as expressed, for example, by the National Institutes of Health. The overall program objective is to inculcate in trainees a sophisticated appreciation of the methods, relevance and effectiveness of collaboration.

Theme Three: Community Engagement

The emphasis on community engagement is reflected in our partnerships with constituent agencies, institutions, and organizations. The program cultivates meaningful partnerships to advance the educational and training experience of students and to obtain community input for research, training, and policy initiatives. We use a scholarship-based approach to engagement that recognizes that community constituencies contribute to and participate in the creation of enriched training experiences, relevant research endeavors and informed policy initiatives. This has been explicitly demonstrated in (1) the development of Telehealth Counseling Clinic to provide mental health services to several sites throughout the Brazos Valley, (2) the development and implementation of psychological and educational initiatives in local school districts, (3) the community-based, policy-relevant, and interdisciplinary studies conducted by several research teams over the years. In this process, the program effectively responds to the stated needs and priorities of the immediate community and engages students in opportunities to meet and address those needs. These activities involve research, clinical, and consultative skills that are learned in our program and applied to address disparities in the community.

Training Philosophy

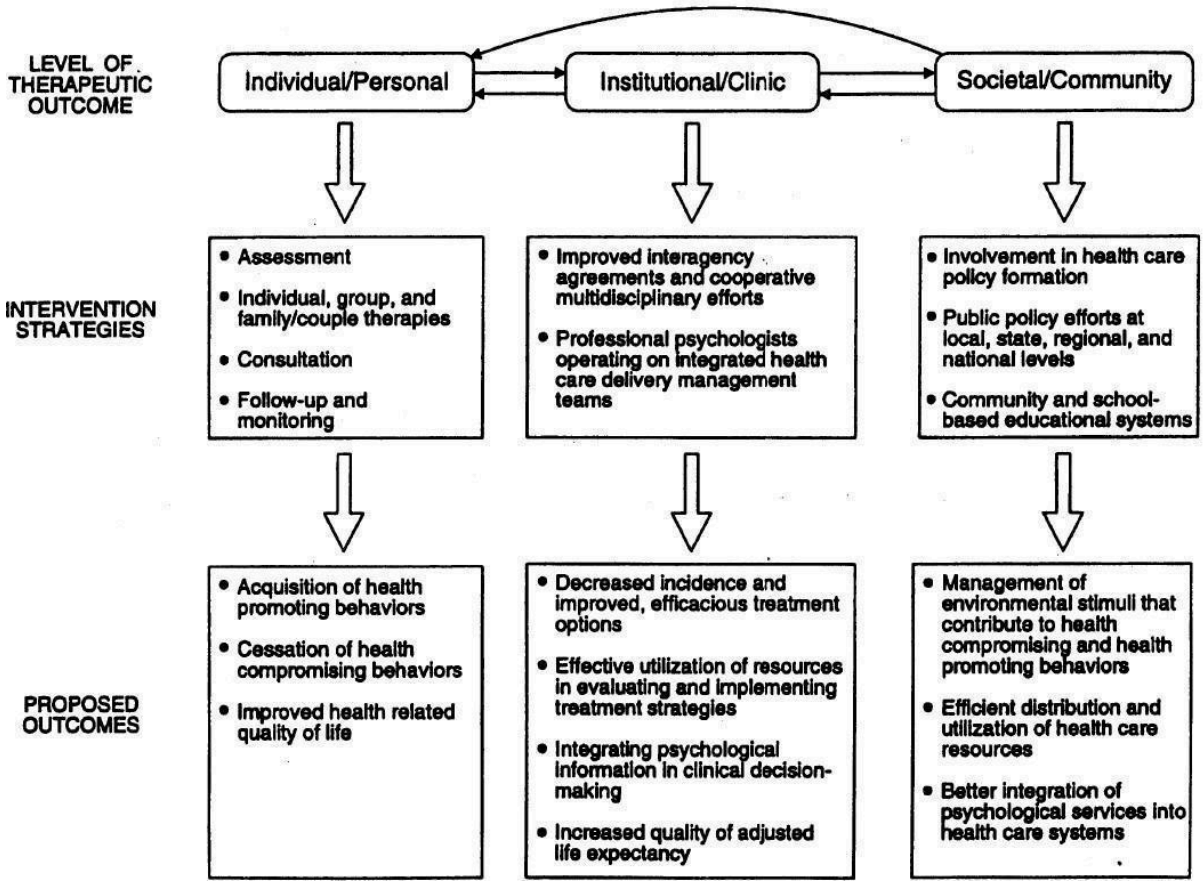
The Texas A&M Counseling Psychology program prepares scientist-practitioners within a cultural framework. Graduates are expected to effectively use critical thinking skills and empirical methods to design, conduct and evaluate psychological research and practice at all levels of professional activity. The program aspires to matriculate culturally-sensitive colleagues who can advance theoretically-based, empirically-driven services that enhance the health and well-being of individuals and communities. Specifically, we aspire to train psychologists who understand and use empirical, theoretical, clinical, and contextually based knowledge to guide their conduct of and evaluation of psychological research.

We seek to train psychologists to conduct investigations of and evaluate the effectiveness and efficacy of psychological interventions and to develop the skills to design, implement, and evaluate psychologically based preventive and remedial programs that concern behavioral and social factors that influence health and well-being.

We recognize that individuals exist in cultural, social, political, historical, and economic contexts. Thus, we aspire to mentor and train colleagues who are culturally informed in theory and practice. Consonant with the multicultural training guidelines provided by American Psychological Association, we matriculate students, who in research and practice:

- recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.
- recognize the importance of multicultural sensitivity/responsiveness, knowledge, and understanding about race, ethnicity, sexual orientation, gender, age, religion, spirituality, and physical challenges.
- recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
- apply culturally informed skills in psychological research and practice
- use organizational change processes to support culturally informed policy development and practices.

Consistent with the ideals of health service psychology, the TAMU counseling psychology doctoral program aspires to prepare graduates who can collaborate with constituent agencies, institutions and organizations that can promote the health and well-being of individuals and communities. This requires experience in interagency collaborations in service, training and research, and the program actively cultivates and maintains meaningful, interdisciplinary partnerships with several entities that advance the education and training experience of the program. The figure below depicts the various systems levels in which graduates may operate and intervene to facilitate the well-being of individuals, communities, and organizations, consistent with the contemporary conceptualization of health service psychology. The impact of our interdisciplinary collaborations at every level of service delivery and policy is depicted in the figure below:



The program will evaluate students using APA's Standards of Accreditation Competencies (SoA; see Appendix B). Further, they will be expected to demonstrate increasing professional understanding of the interface of Science and Practice as they progress through the program. This understanding of the interfacing values of Science-Practice should be manifested in a degree of professionalism that will be apparent in their interactions with clients, peers, supervisors, and the community at large. The academic, research, clinical, and professional standards of conduct expected to be exhibited as a student in the program and in future employment will be emphasized and evaluated by the program faculty.

Professionalism, as defined by the program, includes, but is not limited to consistent attendance in classes, openness to supervision, ethical and legal personal and professional behavior, acceptance of responsibility for decisions and the ensuing consequences, a commitment to viewing one's own and others' biases with objectivity, and approaching one's academic and personal needs proactively rather than reactively. Of particular importance to the faculty is that students be open to and appreciative of diversity and multiculturalism. Expectations for students exceed the mere avoidance of discriminatory behavior. Rather, students are expected, in line with APA and Division 17 Ethical Guidelines, to be informed about and affirming differences in religious, cultural, racial and ethnic, gender, physical ability, and sexual orientation. It is expected that students will take responsibility for personal introspection and self-education, and if necessary, interpersonal conflict resolution, in order to foster an atmosphere of harmony and affirmation among colleagues and with clients.

Resolution on Diversity

Whereas Texas A&M University, as a major public institution of higher education, has both an extraordinary opportunity and a special responsibility to create and maintain a climate that affirms diversity of views – diversity being an indispensable component of academic excellence, and

Whereas the academic identity of the Counseling Psychology program is rooted in the research-based Scientist/Practitioner model, and

Whereas the American Psychological Association (APA) deplores all public and private prejudice and discrimination based on race, ethnicity, religion, sexual orientation, gender, or physical condition, and

Whereas the APA supports and urges the enactment of civil rights legislation at the local, state, and federal level that offers citizens of the above diverse groups the same protections that are guaranteed to others, and

Whereas many youth and adults of diverse groups are at risk for psychological damage because of facing harassment and physical violence in school and social environments;

Therefore, be it resolved that the APA-accredited Counseling Psychology program's mission is to embrace, welcome, and support group and individual diversity insofar as such diversity does not imply violence and discrimination; and

Be it further resolved that this program deplores prejudice and discrimination; and

Be it further resolved that the Counseling Psychology program, in accordance with the APA Code of Ethics, will support and encourage its faculty members and students to respect the rights of others to hold values, attitudes, and opinions that differ from their own, and to work to eliminate the effect of biases and prejudice that may create a hostile environment.

APAGS Position Statement on the Rights of Psychology Graduate Students

Approved by the APAGS Committee, Dec. 9, 2015.

"The American Psychological Association of Graduate Students (APAGS) deems the rights described in this document to be indispensable to the fair, equitable and respectful treatment of every psychology graduate student throughout their education and training. The protection of these rights fosters the highest quality graduate training experience. APAGS considers these rights essential, not aspirational, and we urge graduate programs to implement these rights in their unique settings and training environments. We encourage current and prospective students to utilize these rights in making informed graduate program selections and in advocating for themselves as issues arise."

For more information, please visit: https://www.apa.org/apags/issues/student-rights-position

Goals, Objectives, and Expected Student Competencies

The TAMU Counseling Psychology doctoral program is accredited by the American Psychological Association (APA). To maintain this accreditation the program faculty must adhere to the expectations and regulations from this accrediting body. This requires ongoing communication with the accrediting body and updating program goals, objectives and competencies as indicated.

In 2021, the program received continuing accreditation for a ten-year period. The following goals of the program were approved:

Goal 1: To prepare students to be entry-level counseling psychologists.
Goal 2: To prepare students to be scientist-practitioners.
Goal 3: To prepare counseling psychologists who operate as scientist-practitioners with competencies in multiculturalism.
Goal 4: To prepare counseling psychologists who operate as scientist-practitioners with competencies in interdisciplinary collaborations.
Goal 5: To prepare counseling psychologists who operate as scientist-practitioners with competencies in community engagement.

The APA Office of Program Consultation and Accreditation mandates all programs comply with the current Standards of Accreditation. This requires our program to train students to meet following discipline-specific knowledge objectives and profession-wide competencies expected of all accredited health service psychology training programs. The list below contains the competencies expected of our program, the required academic and training activities for them, and how and when these are assessed. This list is subject to evaluation and revision in our ongoing communication with and feedback from the APA Office of Program Consultation and Accreditation.

Discipline-Specific Knowledge Areas

Knowledge Area:	***History and Systems of Psychology***	
How does the program ensure that students possess knowledge?	• Course work, assignments, written materials in EPSY 644	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grade in approved history and systems course (e.g., EPSY 644) 2. Annual evaluation	Evaluation tool and location: • EPSY 644 • Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. History and Systems grade (EPSY 644) ≥ B 2. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Affective Aspects of Behavior***	
How does the program ensure that students possess knowledge?	• Course work, assignments and written materials in EPSY 606 and CPSY 626	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grade in EPSY 606 2. Course grade in CPSY 626 3. Annual evaluation	Evaluation tool and location: • EPSY 606 • CPSY 626 • Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. EPSY 606 grade ≥ B 2. CPSY 626 grade ≥ B 3. Annual evaluation rating in DSK Category 2 ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Biological Aspects of Behavior***	
How does the program ensure that students possess knowledge?	• Course work, assignments and written materials in EPSY 621	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grade in EPSY 621 2. Annual evaluation	Evaluation tool and location: • EPSY 621 • Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. EPSY 621 final grades ≥ B 2. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Cognitive Aspects of Behavior***	
How does the program ensure that students possess knowledge?	• Course work, assignments and written materials in EPSY 606 and SPSY 612	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grade in EPSY 606 2. Course grade in SPSY 612 3. Annual evaluation	Evaluation tool and location: • EPSY 606 • SPSY 612 • Annual evaluation
For each outcome above, what	1. EPSY 606 grade ≥ B	

minimum level of achievement (MLA) must be met?	2. SPYS 612 grade ≥ B 3. Annual evaluation rating in DSK Category 2 ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Developmental Aspects of Behavior***	
How does the program ensure that students possess knowledge?	● Course work, assignments and written materials in EPSY 647	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grade in EPSY 647 2. Annual evaluation	Evaluation tool and location: ● EPSY 647 ● Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. EPSY 647 grade ≥ B 2. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Social Aspects of Behavior***	
How does the program ensure that students possess knowledge?	● Course work, assignments and written materials in CPSY 635	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grade in CPSY 635 2. Annual evaluation	Evaluation tool and location: ● CPSY 635 ● Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. CPSY 635 grade ≥ B 2. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas*** *(excluding History and Systems)*	
How does the program ensure that students possess knowledge?	● Comprehensive exam, dissertation research	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Annual evaluation 2. Portfolio evaluation	Evaluation tool and location: ● Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)." 2. Portfolio evaluation for Area 1 ≥ Meets or Exceeds the Minimum Level of Achievement (MLA)	
Knowledge Area:	***Research Methods***	
How does the program ensure that students possess knowledge?	● Course work, assignments and written materials in CPSY 690	
How does the program assess students' knowledge in this area?	How outcomes are measured: ● Course grade in CPSY 690 ● Annual evaluation	Evaluation tool and location: ● CPSY 690 Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. CPSY 690 grade ≥ B 2. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Statistical Analysis***	

How does the program ensure that students possess knowledge?	● Course work, assignments and written materials in ESPY 640, EPSY 641	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grades in EPSY 640, EPSY 641 2. Annual evaluation	Evaluation tool and location: ● EPSY 640 and EPSY 614 ● Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. EPSY 640 and EPSY 641 final grades ≥ B 2. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)."	
Knowledge Area:	***Psychometrics***	
How does the program ensure that students possess knowledge?	● Course work, assignments and written materials in EPSY 625	
How does the program assess students' knowledge in this area?	How outcomes are measured: 1. Course grade in EPSY 625 2. Annual evaluation	Evaluation tool and location: ● EPSY 625 ● Annual evaluation
For each outcome above, what minimum level of achievement (MLA) must be met?	1. EPSY 625 grade ≥ B 2. Annual evaluation rating ≥ "Meets the Minimum Level of Achievement (MLA)."	

Profession-Wide Competencies

(i) Research

Elements associated with this competency from IR C-8 D	● Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. ● Conduct research or other scholarly activities. ● Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	
Program-defined elements associated with this competency (if applicable; see table description above)		
Required training/experiential activities to meet each element.	● Writing assignments in classes: CPSY 626, CPSY 632, CPSY 662, CPSY 672, CPSY 679, CPSY 690 ● Research team involvement and directed study activity (including contributions and activity on research project(s) including conference presentations, publication submissions, publications) ● Dissertation (CPSY 691)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ● Annual evaluation ● Comprehensive examination: Portfolio Area II: Research ● Dissertation	Evaluation tool and self-study location: ● Annual evaluation ● Portfolio
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● Successful dissertation defense ● Faculty rating of the portfolio section indicates readiness for internship with all competencies at the meets or exceeds developmental level of competency. ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*"	

(ii) Ethical and Legal Standards

Elements associated with this competency from IR C-8 D	● Be knowledgeable of and act in accordance with each of the following: ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. ● Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. ● Conduct self in an ethical manner in all professional activities.	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element.	● Course work, assignments and observed behavior in CPSY 662, CPSY 690, CPSY 691, EPSY 627, SPSY 612 ● CITI training in research ethics ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ● Course grade in CPSY 662 ● Practicum evaluations ● Annual evaluation ● Comprehensive examination: Portfolio Area VI: Ethical, Legal and Professional Issues	Evaluation tool and self-study location: ● CPSY 662 syllabus ● Practicum evaluation ● Annual evaluation ● Portfolio evaluation
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● CPSY 662 grade ≥ B ● Faculty rating of the portfolio section indicates readiness for internship with all competencies at the meets or exceeds developmental level of competency. ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*" ● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience	

(iii) Individual and Cultural Diversity

Elements associated with this competency from IR C-8 D	● An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. ● Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. ● The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. ● Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	
Program-defined elements associated with this competency		
Required training/experiential activities to meet each element.	● Course work, assignments and observed behavior in CPSY 631, CPSY 632, CPSY 672, CPSY 679, EPSY 627, SPSY 612, CPSY 639 ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ● Course grade in CPSY 679 ● Practicum evaluations ● Annual evaluation ● Comprehensive examination: Portfolio Area III: Multicultural	Evaluation tool and self-study location: ● CPSY 679 course syllabus ● Practicum evaluation ● Annual evaluation ● Portfolio evaluation
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● CPSY 679 grade ≥ B ● Faculty rating of the portfolio section indicates readiness for internship with all competencies at the meets or exceeds developmental level of competency. ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*" ● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience	

(iv) Professional Values, Attitudes, and Behaviors

Elements associated with this competency from IR C-8 D	● Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others ● Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. ● Actively seek and demonstrate openness and responsiveness to feedback and supervision. ● Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element.	● Course work, assignments and observed behavior in CPSY 631, CPSY 639, CPSY 679, CPSY 662, CPSY 666, CPSY 691 ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship) ● Membership in professional association, attendance at a professional conference	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ● Course grades in CPSY 636, CPSY 662 ● Practicum evaluations ● Annual evaluation ● Comprehensive examination: Portfolio Area I: Scientist-Practitioner and Professional Development Plan	Evaluation tool and self-study location: ● CPSY 636 and CPSY 662 ● Practicum evaluation ● Annual evaluation ● Portfolio evaluation
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● CPSY 636 and CPSY 662 grades ≥ B ● Faculty rating of the portfolio section indicates readiness for internship with all competencies at the meets or exceeds developmental level of competency. ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*" ● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience	

(v) Communications and Interpersonal Skills

Elements associated with this competency from IR C-8 D	● Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. ● Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. ● Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element.	● Course work, assignments and observed behavior in CPSY 631, CPSY 672, CPSY 633, CPSY 666, CPSY 691 ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	● Course grades in CPSY 631, CPSY 666 ● Practicum evaluations ● Annual evaluation ● Internship evaluations ● Dissertation defense	Evaluation tool and self-study location: ● CPSY 631 and CPSY 666 ● Practicum evaluation ● Annual evaluation ● Portfolio evaluation
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● CPSY 631 and CPSY 666 grades ≥ B ● Faculty rating of the portfolio section indicates readiness for internship with all competencies at the meets or exceeds developmental level of competency. ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* ● Successful dissertation defense Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*" ● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience	

(vi) Assessment

Elements associated with this competency from IR C-8 D	● Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. ● Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). ● Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. ● Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. ● Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. ● Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element.	● Course work, assignments and observed behavior in EPSY 627, SPSY 612, CPSY 683 (Assessment practicum), CPSY 626, CPSY 679, EPSY 625 ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ● Course grades in ESPY 627, SPSY 612, CPSY 683 Assessment practicum ● Psychological assessment report submitted in CPSY 683 Assessment practicum ● Practicum evaluations ● Annual evaluation ● Comprehensive examination: Portfolio Area IV: Measurement, Assessment and Testing	Evaluation tool and self-study location: ● ESPY 627, SPSY 612, CPSY 683 Assessment practicum ● Practicum evaluation ● Annual evaluation ● Portfolio evaluation

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● ESPY 627, SPSY 612, CPSY 683 Assessment practicum grades ≥ B ● Faculty rating of the portfolio section indicates readiness for internship with all competencies at the meets or exceeds developmental level of competency. ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*" ● Student receives acceptable ratings on relevant practicum evaluation form supervisor recommends the student to pass on to the next practicum expe

(vii) Intervention

Elements associated with this competency from IR C-8 D	● Establish and maintain effective relationships with the recipients of psychological services. ● Develop evidence-based intervention plans specific to the service delivery goals. ● Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. ● Demonstrate the ability to apply the relevant research literature to clinical decision making. ● Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. ● Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element.	● Course work, assignments and observed behavior in CPSY 631, CPSY 633, CPSY 639, CPSY 666 ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ● Course grades in CPSY 631 and CPSY 633 ● Practicum evaluations ● Annual evaluation ● Comprehensive examination: Portfolio Area V Theories and Practice ● Internship evaluation	Evaluation tool and self-study location: ● CPSY 631 and CPSY 333 ● Practicum evaluation ● Annual evaluation ● Portfolio evaluation

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● CPSY 631 and CPSY 333 grades ≥ B ● Faculty rating of the portfolio section indicates readiness for internship with all competencies at the meets or exceeds developmental level of competency. ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* ● Internship evaluations favorably rate the student intervention skills Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*" ● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience

(viii) Supervision

Elements associated with this competency from IR C-8 D	● Demonstrate knowledge of supervision models and practices.	
Program-defined elements associated with this competency	● Students apply knowledge of supervision models and practice through peer supervision with first year counseling psychology students at the Counseling and Assessment Clinic. The peer supervision experience is done through CPSY 666 course under instructor supervision.	
Required training/experiential activities to meet each element.	● Course work, assignments and observed behavior in in CPSY 666 ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ● Course grades in CPSY 666 ● Practicum evaluation ● Annual evaluation	Evaluation tool and self-study location: ● CPSY 666 ● Practicum evaluation ● Annual evaluation
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	By end of Program: ● CPSY 666 grade ≥ B ● Annual evaluation rating for all competencies is *"Meets Level of Competency Indicating Readiness for Internship"* Yearly Evaluation: ● Annual evaluation rating ≥ "*making appropriate developmental progress*" ● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience	

(ix) Consultation and Interprofessional/Interdisciplinary Skills

<table>
<tr><td>Elements associated with this competency from IR C-8 D</td><td colspan="2">● Demonstrate knowledge and respect for the roles and perspectives of other professions.
● Demonstrates knowledge of consultation models and practices.</td></tr>
<tr><td>Program-defined elements associated with this competency (if applicable)</td><td colspan="2"></td></tr>
<tr><td>Required training/experiential activities to meet each element.</td><td colspan="2">● Course work, assignments and observed behavior in in CPSY 636
● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)</td></tr>
<tr><td>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</td><td>How outcomes are measured:
● Course grade in CPSY 636
● Practicum evaluation
● Annual evaluation</td><td>Evaluation tool and self-study location:
● CPSY 636
● Practicum evaluation
● Annual evaluation</td></tr>
<tr><td>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</td><td colspan="2">By end of Program:
● CPSY 636 grade ≥ B
● Annual evaluation rating for all competencies is “Meets Level of Competency Indicating Readiness for Internship”
Yearly Evaluation:
● Annual evaluation rating ≥ “making appropriate developmental progress”
● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience</td></tr>
</table>

Department of Educational Psychology

The Counseling Psychology doctoral program (CPSY) at Texas A&M University is offered by the Department of Educational Psychology (EPSY). The Department of Educational Psychology is one of several departments in the College of Education and Human Development (CEHD). The heads of the various departments work with the Dean of the College on matters of departmental or college interest. Graduate Students within the College of Education are also subject to the administrative control of the Grad School.

The Department of Educational Psychology offers undergraduate courses designed to assist prospective educators in understanding human learning and development. Such courses are presented as a service to students who are majoring in various fields other than educational psychology and who require these service courses for teacher certification with the Texas Education Agency or similar agencies in other states.

At the graduate level, the department offers the Master of Science, Master of Education, and Doctor of Philosophy degrees. Doctoral specializations include counseling psychology; school psychology; learning sciences; special education; and Hispanic bilingual education.

The main office for the Department of Educational Psychology can be found on the 7th floor of Harrington Education Tower (EDCT) in Room 704 EDCT.

Department Faculty

Students have the opportunity to study with many of the EPSY department faculty. Research interests and academic backgrounds of the faculty in the department can be found at: https://directory.education.tamu.edu/?dept=EPSY&g=10

CPSY Faculty

The Counseling Psychology doctoral program has eight core faculty members. Students are free to work with any of these faculty members on research and other professional pursuits.

Dr. Linda Castillo- CPSY Program Chair
Dr. Kelly Lee- Training Director
Dr. Lizette Ojeda - Field Practicum Coordinator
Dr. Anita McCormick
Dr. Nguyen Nguyen
Dr. Timothy Lawrence
Dr. Carly McCord
Dr. Chuck Ridley

More information about each of these core faculty members' research interests and academic backgrounds can be found at: https://epsy.tamu.edu/academics/counseling-psychology-doctoral/

Role of the Faculty Advisor

Upon admission to the department, all students are assigned a temporary faculty advisor from among the CPSY faculty. The role of the faculty advisor is to assist students in interpreting university, departmental, and program regulations and requirements. Faculty and students may vary in their interpretations of mentoring roles. To some extent, mentoring relationships evolve over time and occur partly as a function of the personalities and the interests of given students and faculty. Thus, it is conceivable that a temporary faculty advisor may not be the best match for a given student, and another CPSY faculty member may become the student's permanent

faculty advisor.

Once a permanent advisor has been determined, the student should work routinely with this faculty member to stay informed about their progress and development through the program. The advisor is responsible for reporting information about student progress from the program faculty to the student, and for reporting information the student may wish to present to the faculty. The advisor will represent the student in the annual evaluations and provide feedback to the student before and after the annual evaluations. Students are required to consult with their advisor prior to registering for classes.

Student Advisory Committee

In order to graduate, all graduate students are required to form a Student Advisory Committee, which must ultimately be approved by the Grad School. This Advisory Committee has the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Student Advisory Committees are led by the dissertation chair of the committee. In some cases, students choose to have a co- chair as well.

Students should begin this process by choosing the dissertation chair of their committee. The dissertation chair or co-chair must be a core CPSY faculty member. The dissertation chair will then assist the student in selecting the remaining members of their committee. The dissertation chair will also have immediate supervision of the student's research and dissertation and has the responsibility for calling required meetings of the Advisory Committee. The Advisory Committee overall is responsible for the degree program, research proposal, dissertation, and final examination. In addition, the Advisory Committee as a group and as individual members are responsible for advising the student on academic matters, and, in the case of academic deficiency, making recommendations to the Grad School.

Master's committees must have three members, one of which must be outside the Department of Educational Psychology. Doctoral committees must have four members, one of which must be outside the Department of Educational Psychology. Students will submit their Student Advisory Committee composition to Grad School online at their website (https://ogsdpss.tamu.edu/).

Official University Degree Plan

All graduate students at Texas A&M University are required to file an official degree plan with the Graduate and Professional School (Grad School). The official degree plan consists of both the students' intended/completed coursework as well as their Student Advisory Committee. For more information on the Student Advisory Committee, see subsection under "Department of Educational Psychology." Students complete, audit, and submit their degree plan electronically using the Automated Degree Plan Submission System.

The following link provides information about how to complete the degree plan online using Academic Requirements Completion System (ARCS):
https://grad.tamu.edu/academics/degree-completion/academic-requirements-completion-system

Department Academic Advising

EPSY academic advisors handle the administrative affairs of students in the EPSY department. Academic Advisors can assist with scheduling, book orders, and course evaluations. In addition, the Academic Advising Office assists with the application process, registration, processing of forms for Grad School (i.e., degree plans), and assistance in preparation for internship

applications (i.e., with transcript requests). The Academic Advising Office also provides maintenance of student records, which are protected under FERPA.

Students can find help for the following issues from the department Academic Advisors:

- Applications and advising for EPSY programs
- Registration Information
- Course Drop/Add
- Q-Drops
- In-Absentia registration and information
- Graduation

Departmental Facilities

The Department of Educational Psychology is housed on the sixth and seventh floors of the Harrington Education Center Harrington Education Center Tower (EDCT).

The **Educational Research and Evaluation Laboratory (EREL)** is located on the seventh floor. This facility is designed to assist faculty and students in research design, statistics, and computer operations. In addition to expert consultation, computer terminals and word processing capabilities are readily available. Equipment, including laptops and projectors for presentations can be reserved through the EREL as well.

The **Counseling and Assessment Clinic (CAC)** is found in two locations, one on the third floor of Milner (assessment services) and the other is across campus in a building referred to as the Stack (counseling services). The CAC offers counseling services and assessment on a sliding scale to university students, faculty and staff, as well as to the local community. Equipped with video streaming equipment, this center provides an excellent setting, as well as a wide array of clients, for practicum training in the program.

An extensive test library at the Milner location affords students the opportunity to become acquainted with a wide variety of testing materials. Because the CAC provides services to the public, it is considered a clinical setting and appropriate professional attire is expected.

Clerical support is provided for students and supervisors working at the CAC, with 50% GA and a full-time staff member devoted to assisting and instructing students in the form and format of records, chart notes, and reports. The clinic supports also include mailing and faxing of forms and keeping track of appointments. The CAC maintains current versions of major assessment tools and these can be checked out by students for coursework as well as for field experiences. For students in assessment classes, clerical support is provided with regard to scoring; the GA for the test library will provide assistance in checking in and out assessment kits as well as providing support for the use of Titanium and chart completion. University supervisors are available to students with emergency (on-call) procedures in place.

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

All offices, including those of GAs, have computers with standard programs, and printers and/or the capacity to print to a shared printer or via the kiosk in the EREL. For students who do not

have a GA-ship, they can request a study room at Evans Library – these are limited, and usually reserved for advanced students. All classrooms at this point have capability for projection from multiple media; software such as Camtasia is also on each of these systems.

On-line support is available for all classes at https://lms.tamu.edu/Training-Support. Finally, Open Access Labs offers a range of printing capabilities and sufficient staff to provide hands-on, individualized assistance to faculty or students. More information can be found at: https://oal.tamu.edu/Lab-Locations.

Within the Department, there is an Administrative Assistant to the Department Head (Cathy Watson) and three additional staff. Two of the staff are dedicated to financial and employment matters (Clarissa Kennedy, Teresa Roberts). Ms. Kennedy may assist students in completing paperwork for any assistantships or hourly work and may be of assistance should there be problems with financial aid.

Research Support. Clerical support for research activities within EPSY includes a range of services, including software and technology support through the Technology Office (4th floor) and the EREL for faculty, students, and staff (7th floor). For research papers and presentations, assistance is available for development and production of powerpoint presentations and posters through the EREL and Technology Services. The EREL staff are available to assist with data analysis and use of various statistical software (e.g., SPSS, SAS, MPlus, Lisrel, and Stata). Referencing software (RefWorks, EndNotes, and others) is available to students at no cost through the University; other major software products (e.g., Microsoft Office) are available at a significantly reduced cost.

In preparation of manuscripts and particularly the dissertation, clerical support (i.e., assistance with writing skills) is available through the **University Writing Center and POWER.** The Thesis office also has a list of recommended individuals to assist with editing if appropriate. Upon submission of the manuscript, additional review is completed by the staff of the Thesis Office.

CPSY Program Planning

The counseling psychology program requires students entering with a bachelor's degree to complete a minimum of 96 semester hours of graduate course work for the Ph.D. Students entering with a master's degree must complete a minimum of 64 semester hours. The CPSY program only allows the waiver of 3 courses maximum (9 credit hours) from other institutions. In accordance with APA guidelines, all students must complete at least 3 full-time academic years of graduate study and 1 full-time year of residency prior to receiving a doctoral degree.

Students are expected to be continuously enrolled (at least 1 credit per semester) until graduation. Before registering for any courses, students are required to meet with their advisor (temporary or permanent) each semester. To document these meetings, students should complete the Advisor- Advisee Contact Form (see Appendix B) and upload the completed form into their online annual review folder.

First Year Courses

The following are required courses all new students must enroll in during their first year.

Fall Semester

CPSY 626 Psychopathology (3 hours)
CPSY 631 Techniques of Counseling (3 hours)
CPSY 672 Theories of Counseling and Psychotherapy (3 hours)
EPSY 640 Statistical Analysis in Educational Research I (3 hours)*

*NOTE: If you have not completed an undergraduate statistics course, you must take EPSY 435 or STAT 651 before enrolling in EPSY 640

Spring Semester

CPSY 633 Introduction to Group Process (3 hours)*
CPSY 639 Practicum I (3 hours)
CPSY 662 Professional Issues in Counseling Psychology (3 hours)
CPSY 679 Multicultural Counseling (3 hours)
EPSY 641 Statistical Analysis in Educational Research II (3 hours)

*NOTE: This course and CPSY 632 Career Counseling alternate years.

Required Courses and Course Sequencing

TAMU Student Rule 1.14 Maximum Schedule for Graduate Students for information on number of credit hours students can enroll for regular and summer semesters.

The table below is a recommended course sequence for students entering with a bachelor's degree or with a master's degree. While there is some flexibility, students should keep in mind that all programs at TAMU have a limited ability to modify course offerings, including semester, time, and day. Students may take other courses in addition to these as their schedule allows. For a list of required courses, see Appendix A.

Required Course Sequence:

- Practicum Courses
- Assessment Courses

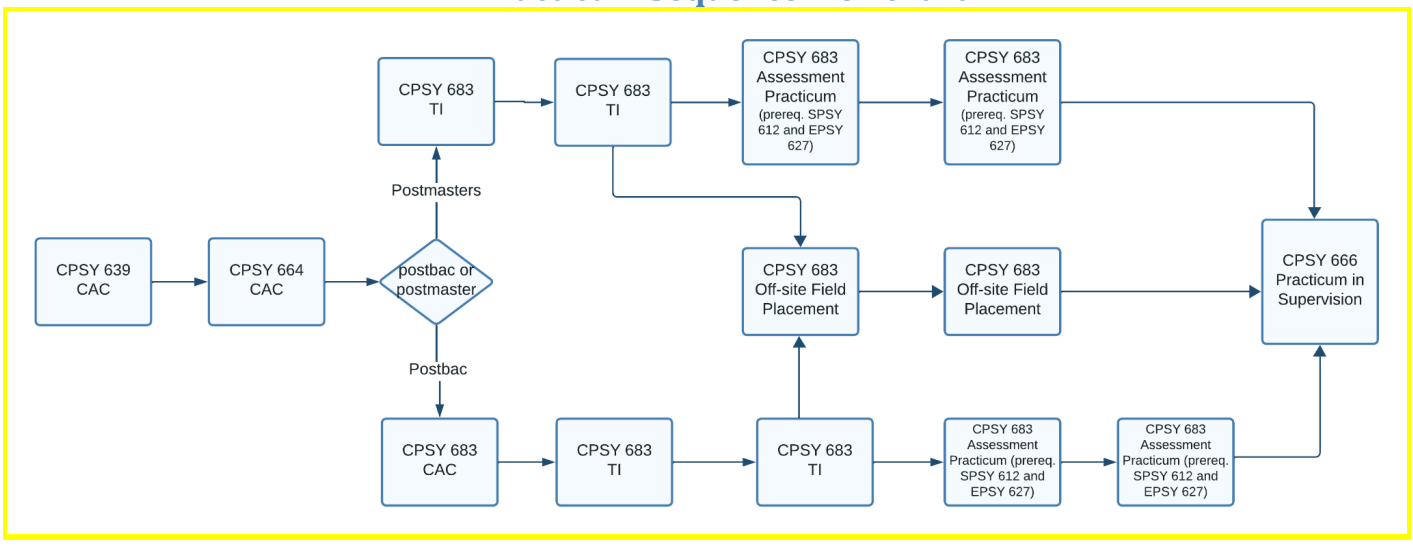
The practicum sequence is as follows and cannot be taken concurrently. Missing or failing a required course will put a student a year behind as the practicum courses are only offered once a year.

CAC→TI→Assessment Practicum→Supervision Practicum

There are two sequences of courses that students need to follow. The first is the practicum sequence. Students will take either 3 (post-BA) or 2 (post-MA) semesters of practicum. They will then take 2 semesters at the Texas A&M Telehealth Institute (TI). If students have acquired the necessary competencies, they will subsequently take field practica outside of the CAC and TI.

The second is the assessment sequence. Missing a required assessment course will put a student a year behind as several assessment courses are only offered once a year.

Practicum Sequence Flowchart



Course Sequence Table

Fall	*Spring*	*Summer*
Year 1		
CPSY 626 Psychopathology CPSY 631 Techniques of Counseling CPSY 672 Theories of Counseling and Psychotherapy [1]EPSY 640 Statistical Analysis in Ed. Research I	[2]CPSY 632 Career Counseling (or CPSY 633 Introduction to Group Process) CPSY 639 Practicum I (CAC) CPSY 662 Professional Issues in Counseling Psychology CPSY 679 Multicultural Counseling EPSY 641 Statistical Analysis in Ed. Research II	CPSY 664 Practicum II (CAC) Discipline-Specific Knowledge Area course (e.g., EPSY 606, 621, 634, 644, 647)
[1] If you do not have an undergraduate statistics course, you must take EPSY 435 or STAT 651 before enrolling in EPSY 640. [2] CPSY 632 and CPSY 633 are offered in alternate years.		
Year 2		
CPSY 636 Consultation to Organizations CPSY 683 Practicum II (postbachs = CAC; postmasters = TI) SPSY 612 Individual Assessment - Intelligence CPSY 690 Theory of CPSY Research	[2] CPSY 633 Introduction to Group Process (or CPSY 632 Career Counseling) CPSY 683 Field Practicum (TI) EPSY 627 Personality Assessment CPSY 635 Social-Counseling Interface or PBSI 620 Theories of Social Psychology	CPSY 683 Field Practicum (TI) CPSY 685 Directed Studies Discipline-Specific Knowledge Area course
Year 3		
CPSY 683 Assessment Practicum CPSY 683 Field Practicum CPSY 685 Directed Studies EPSY 625 Advanced Psychometric Theory Advanced Statistics Course	CPSY 683 Assessment Practicum CPSY 683 Field Practicum [3]CPSY 688 Research Proposal Development (or CPSY 685 Directed Studies with your advisor related to your dissertation)	CPSY 683 Field Practicum CPSY 691 Dissertation Discipline-Specific Knowledge Area course
[3] Students can choose to enroll in CPSY 688 or in their dissertation advisor's section of CPSY 685.		
Year 4		
CPSY 666 Practicum in Supervision CPSY 683 Field Practicum CPSY 691 Dissertation	CPSY 683 Field Practicum CPSY 691 Dissertation Discipline-Specific Knowledge Area course (if needed)	CPSY 691 Dissertation
Year 5		
CPSY 684 Internship	CPSY 684 Internship	CPSY 684 Internship

NOTE: Post-bachelors students must take a minimum of 96 credit hours to receive the Ph.D. Post-masters students must take a minimum of 64 credit hours to receive the Ph.D.

Course Waivers

Individuals who enter the program with relevant graduate coursework and those who already possess a master's degree in a relevant field may request the program to consider waiving a certain course in the doctoral program. Up to 9 credit hours may be considered for waiver. Only the following courses will be considered:

- Group Counseling
- Lifespan Development
- Techniques of Counseling

Students who are seeking course waivers must submit the following:

1. A letter listing the courses in which you are seeking a waiver;
2. Copy of the syllabus for each course that is being requested and,
3. An unofficial transcript that includes grades for the requested course waivers.
4. For waiver of the Techniques of Counseling class, submit information on practicum/internship sites and supervisor(s) evaluations.

In some cases, the program may also request evidence of performance in the course (including copies of a paper, a presentation in class, etc.). This may involve behavioral demonstration of competency including a supervised administration of test instruments, a screening examination administered by a faculty member in the relevant area, etc.

Course waiver requests and materials should be emailed to the Director of Training prior to September 1st. Please include the subject heading "Course Waiver" in your email. No late course waiver(s) requests will be considered.

Note about Course Incompletes

The counseling psychology program faculty takes incomplete grades (noted as an "I" on a student's record) very seriously. As such, students who have an "I" in any courses on the degree plan are not allowed to continue to field placement. The incomplete will be noted as unsatisfactory progress in the student's annual evaluation and noted in their permanent record. The grade of "I" excludes some courses such as CPSY 691 Dissertation and CPSY 683 Field Practicum. [Note: CPSY 683 Assessment Practicum is not excluded.] Students may request program permission to carry an "I" for a short period of time. This request must include:

1. A letter (or email) written to the training director explaining the extenuating circumstances that necessitate an "I" in a course and a detailed timeline with dates and tasks that will be accomplished in order to complete the course.
2. A letter (or email) from the instructor indicating that she/he has agreed to assign an "I" and agrees a detailed timeline with dates and tasks that will be accomplished in order to complete the course. The student and the instructor must sign the letter.

Submission of a request does not guarantee students will be granted permission.

Student Rule 10.6 (updated in 2021) states: A temporary grade of I (incomplete) at the end of a semester or summer term indicates that the student has completed the course with the exception of a major quiz, final examination, or single major assignment. The instructor shall give this grade only when the deficiency is due to an approved university excused absence (see Rule 7 of TAMU Student Rules), when a case of potential academic misconduct involving the student is pending with the Aggie Honor System Office, or based on criteria published in the Law School Student Handbook. Each instructor awarding an incomplete grade must complete an "Incomplete

Grade Report," which will be filed with the department head or designee of the department offering the course. Copies will also be sent to the student and to the student's academic dean or designee. An incomplete must be removed before the last day of scheduled classes of the next long semester in which the student enrolls in the university unless the student's academic dean or designee, with the consent of the instructor, grants a time extension. In the absence of the instructor, the department head may grant a time extension. Failure to complete the required work in the appropriate period of time, or registering for the course again, will result in the I being changed to an F by the Registrar. Grades of I assigned to 684 (Professional Internships), 691 (Research), 692 (Professional Study), or 693 (Professional Study) are excluded from this rule.

Students who fail to complete the course within the next long semester will receive an F for the course and be considered to not meet program expectations and will be noted as making "unsatisfactory progress" in the student's annual evaluation and permanent record. Instructors can submit a grade change request once the student completes the coursework. Further, receiving a grade of I does not impact one's graduation or dissertation progress so long as the student completes the coursework within the necessary timeframe.

Adding a Master's Degree

Students have the option to add a master's degree as they progress through the counseling psychology doctoral program. There are a variety of master's degree options, but students should keep in mind that Texas A&M University will not allow them to take beyond 130 semester hours in pursuit of a degree. This limit includes the doctoral semester hours that students will ultimately need to take for the Ph.D. in Counseling Psychology.

If students choose to obtain a master's degree, they will need to submit a separate Master's degree plan to Grad School. This will include forming a separate master's Student Advisory Committee as well. Depending on the master's degree chosen, students may also need to write a master's thesis. Students will have to pay corresponding fees to the Graduate and Professional School (Grad School). As a general rule, the CPSY program faculty encourage students who enter the program without a master's degree to obtain it.

Steps to Add a Master's Degree

- Students can apply for their Master's after completing 36 credit hours.
- Be aware of the academic calendar. The process to apply for your Master's degree takes time, and it is important to know the deadlines for applying for graduation to avoid late fees.
- Be sure to leave yourself enough time to consult with your faculty advisor.
- Note: The Final Examination is not required for the Master of Education in Educational Psychology.
- In consultation with your faculty advisor, students should submit a doctoral degree plan at the end of their first semester.

For more information on Grad School requirements to fulfill a master's degree, which are separate from CPSY program requirements, refer to the following link:
https://grad.tamu.edu/academics/degree-completion/steps-to-master-s-degree-a61c455cfdf6d84e9262e6cae27b36d0

Additional Program Planning Suggestions

1. 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 pattern of course offerings is likely.
2. Prerequisite courses and core psychology courses that have not been taken previously should be scheduled early in the program.
3. The statistics, research, assessment, development, and diagnosis sequences should be completed before the student's last year of coursework.
4. Students should visit with their faculty advisor prior to registration each semester. Some programs require pre-registration meetings.

Opportunities and Mentorship in College Teaching

The counseling psychology program provides opportunities and mentorship for doctoral students who indicate an interest in pursuing a career in higher education. Students are provided individualized planning and preparation through their faculty advisor. Faculty advisors meet students annually to review student progress in the program as well as to assure they are obtaining experiences aligned with their career goals. During this meeting, faculty advisors provide options for teaching opportunities (e.g., co-teaching with advisor, guest lectures in courses, co-development of courses, teaching assistantship in school counseling courses, etc.). Faculty advisors also recommend opportunities for professional development in college student teaching (e.g., taking courses: EDAD 601 College Teaching and/or EHRD 616 Methods of Teaching Adults; Grad School G.R.A.D. Aggies Professional Development Certificate; CTE's Graduate Student Professional Development in Teaching Workshops; CTE's Academy of Future Faculty Certificate Program).

Professional Expectations of Students

As a doctoral student in the Counseling Psychology program, you are training to become a psychologist, a role that demands the highest standards of professionalism. We expect you to consistently demonstrate quality professional conduct in two critical areas: Ethical and Professional Behavior, and Academic and Research Conduct. These standards reflect the responsibilities and expectations of the psychology profession.

Ethical Behavior

Students are expected to behave in accordance with the ethical standards of the American Psychological Association. The American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct can be found at http://www.apa.org/ethics/code/index.aspx.

Unsupervised Independent Practice by Students

The training and practice of psychology (including conducting research) are governed by the Ethical Principles of Psychologists and Code of Conduct, American Psychological Association. Students may print a copy of this essential document from APA's website (http://www.apa.org/ethics/).

Students and faculty within the State of Texas are also governed by the act and rules of the Texas State Board of Examiners of Psychologists (TSBEP).

https://bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/

Once students enter the TAMU graduate program in Counseling Psychology, they come under the Texas jurisdiction of professional rules and regulations. Hence, even activities they may have once enjoyed on a volunteer basis may no longer be appropriate or legal to engage in independently.

TSBEP rules prohibit the practice of psychology without a license. Students without a license may be employed to collect data, such as administering, proctoring, or scoring non-projective tests, obtaining histories or obtaining documentation for record-keeping purposes, provided it does not require psychological education or involve the provision of psychological services. Students engaging in any form of psychological services without a license must be pursuing a course of study in a recognized training institution. Thus, the student must be enrolled in a course at TAMU (e.g., practicum, field practicum) for this purpose.

Professional Behavior

As future psychologists, students are expected to demonstrate a commitment to their field by becoming members of at least one professional organization. This engagement serves as a crucial training and experiential activity, fostering growth and networking opportunities that contribute to a student's overall professional development. The program considers this involvement as part of the annual student evaluation, recognizing its importance in shaping well-rounded practitioners.

Students are encouraged to explore a variety of organizations relevant to counseling psychology. Some recommended options include:
American Psychological Association

Ethnic Psychological Associations

National Queer and Trans Therapists of Color Network

Association for Women in Psychology

Texas Psychological Association

Beyond organizational membership, students are held to high standards of professional behavior throughout their training. Students have an obligation and expectation to behave in a professional manner befitting a psychologist in training. Such professional behavior is exemplified by forming respectful relationships with faculty, staff, other students, other professionals in the community, and clients. Additional professional behavior expectations are:

- knowledge of appropriate ethical guidelines in professional activities ethical behavior in academic environment
- fulfilling professional responsibilities (including keeping appointments, punctuality, maintenance of written records, practicing within area of competence, appropriate dress & behavior)
- collegial relationships with peers collegial relationships with faculty emotional maturity and stability constructive resolution of conflict
- interpersonal sensitivity & communication skills sensitivity to general issues of diversity openness to self-examination & growth
- interest & commitment to learning appropriate classroom demeanor class attendance & participation. ability to meet deadlines maintaining contact with advisor
- completing program coursework in a timely fashion

Academic Conduct

Students are expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University. This University-level expectation can be found at https://aggiehonor.tamu.edu/rules-and-procedures/rules/honor-system-rules

Academic Performance

The expectation for academic performance is that the student maintains a grade point average and continuous enrollment to meet the requirements set for good academic standing by the Graduate College and TAMU Student Rule 12. Students must also have a grade of "B" or better on all courses on their degree plan.

Although not required in all courses to the same extent, it is expected that students will demonstrate the ability to communicate their knowledge through papers, articles, reports, and other forms of written expression. Additional academic performance expectations are:

- writing skill
- ability/verbal expression
- logical thinking & reasoning
- ability to synthesize and apply ideas abstract thinking ability
- ability to generate ideas research skills
- completing degree requirements in a timely fashion

Continuous Program Progress

Because of the professional nature of the training program, it is critical that students progress at a rate that is consistent with program guidelines. Grades of "Incomplete" are the rare exception and are given only under extraordinary circumstances and are given at the discretion of the

instructor. Students who fall behind in program sequences and activities will not meet program expectations and will be noted as making "unsatisfactory progress" in the student's annual evaluation and permanent record.

Course Papers and APA Style

It is the program policy that all papers written for counseling psychology (CPSY) course assignments must be written in APA style. We are committed to students learning the writing style that was originated by our profession and is used across different disciplines and required by many professional journals. As such, the faculty will have a percentage of the paper's grade assigned specifically to whether the paper follows the rules of APA style. Every student should own a copy of the Publication Manual of the American Psychological Association (7th edition). Additional helpful information can be found on the APA website:
http://www.apastyle.org/index.aspx

Responsible Conduct of Research

Students must take the Collaborative Institutional Training Initiative (CITI) Research Ethics online program in their first year of training. Typically, this requirement will be fulfilled as part of their coursework for CPSY 662: Professional Issues in Counseling Psychology.

More information on CITI Training can be found at:
https://vpr.tamu.edu/research-security-and-export-controls/responsible-conduct-of-research/citi-rcr-training-online/

The IRB review process can take some time and occasionally the IRB board will request changes to the proposed study or pose questions that must be resolved before the study is approved. Consequently, students working on a dissertation project should budget their time accordingly and anticipate possible delays in IRB approval.

Graduate students are not eligible to be a principal investigator. As such, the student's faculty advisor is responsible for submitting an IRB application. The TAMU Division of Research provides a toolkit and investigator manual to assist in the IRB process.
https://vpr.tamu.edu/human-research-protection-program/toolkit/

Research Requirements

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

For second- and third-year students, participation on a research team is required. The research team may be within or outside the department. It is the student's responsibility to approach the faculty member and request inclusion on the team. Students may be on more than one team but must make a commitment to at least one team. On annual evaluations, students must show evidence of team participation and increasing responsibility in research.

Prior to submitting for program approval to apply for internship and during the course of the doctoral program, students must submit a manuscript to a journal with the student listed as first

author or co-author. Students must also present psychological scholarly work at a regional, state or national professional conference.

Professional Expectation Evaluated Areas

The Counseling Psychology program is committed to graduating students who reflect the highest standards of profession and follows the Council of Chairs of Training Councils (CCTC) training model for counseling psychology programs. The program faculty are enjoined by both ethical (APA Ethics Standards 1.04; 1.05) and legal guidelines to be responsible for monitoring the quality of the students. In addition to monitoring academic progress, we have a professional, ethical, and legal obligation to evaluate a student's emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice in order to ensure—insofar as possible— that students who complete the programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this obligation and commitment, and within the parameters of their administrative authority, the CPSY program will not advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Failure to maintain professional expectations in one or more of the evaluated areas (ethical behavior, academic performance, and professional behavior) will require the student to meet with program faculty in a specially called session. Students will be given an opportunity to explain their circumstances to the faculty. Failure to maintain professional expectations includes (but not limited to):

Academic Performance

Students who receive a grade of a C, D, F. or U in a course on their degree plan are required to inform their faculty advisor/chair immediately upon notice. Students have one year to re-take the course and must make a B or better. Further, it is the program faculty's discretion to determine if the student will be given permission to continue with field placement activities. If the grade of the course is not rectified within one year, the student is placed on probation or dismissed from the program as determined by the program faculty.

Professional Behavior

If, in the professional judgment of the faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practicum, externships, internships, and violations of the student code of conduct), the faculty call for a meeting with the student to devise a plan for remediation. Further, it is the program faculty's discretion to determine if the student will be given permission to continue in field placement activities. If a student's professionalism does not meet professional expectation after remediation, the student will be placed on probation or dismissed from the program as determined by the program faculty.

Clinical Skills

Upon the recommendation of the student's clinical supervisor at their practicum site and after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work and/or supervision may be required to re-take practicum and not allowed to continue to field practicum. If a student's clinical and/or supervision work does not meet professional expectations after remedial work, the student is placed on probation or dismissed from the program as determined by the program faculty.

Funding for Graduate Students

The Department of Educational Psychology has a limited number of graduate assistantships available. A number of students are able to locate assistantships in other departments and agencies on campus. Graduate assistantships are also available to students across campus. These include positions in other colleges and departments on campus (e.g., teaching assistantships in the Department of Psychology, advising and student support positions in the College of Engineering, research assistantships in the College of Public Health), student personnel positions (e.g., graduate residents in the residence halls, positions at the career centers), and in assistantships in which clinical services and training occur under appropriate supervision (e.g., Telebehavioral Health).

Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to inform the Academic Advising office if they are looking for an assistantship. Possible jobs and GA-ships are included in the weekly EPSO Updates put out by the Academic Advising Office. Position openings and assistantships are posted at https://jobsforaggies.tamu.edu/.

Sources for funding information:

CPSY Student Funding Resources
TAMU Department of Financial Aid
Student Emergency Aid

Conference Travel Resources

CPSY Conference Travel Grant
Graduate Student Research and Presentation (RAP) Travel Award

Practicum

Beginning Practicum

The provision of supervised experience in counseling and assessment is considered an integral part of the doctoral program in Counseling Psychology. All students are required to begin their practicum experience at the Educational Psychology's Counseling and Assessment Clinic (CAC), where they will train for a minimum of three semesters for students entering with a bachelor's degree and two semesters minimum for students entering with a master's degree in a related counseling field with prior practicum experience. Students must register for the corresponding practicum courses each semester.

Students are also required to obtain Professional Liability Insurance before beginning practicum. APA provides insurance at reduced rates. More information can be found at: https://www.trustinsurance.com/Insurance- Programs/Student-Liability.

At the CAC, Students will receive basic skills training as a generalist. This community mental health clinic serves both community residents and college students. It is equipped for videotaping and/or live supervision of cases. Because of the training nature of clinical work done in practicum, all clinic supervisors share information (which may include personal information) with CPSY faculty about the student's performance in practicum, which includes clinical, class, and supervisory performance as noted in the APA Ethics Code:

7.04 Student Disclosure of Personal Information
Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Students in the practicum are expected to be familiar with and follow the APA Ethical Principles. Students are expected to maintain up-to-date records of all client-related work. They must provide evidence of their client hours each year for their annual review. Students may find it useful to record their client-related work using a database such as Time2Track. Records will also make it easier to verify clinical experiences when completing the APPIC application for Predoctoral Internships.

Texas A&M Telehealth Institute (TI) - Community Practicum

Following completion of practicum at the CAC, all students are required to complete two semesters of practicum with the Texas A&M Telehealth Institute (TI) to further develop their competence as counseling psychologists and gain competency in telehealth service delivery. Training at TI is unique to A&M and thus sets students in this program apart from other programs. Texas A&M is a prominent leader in the development of telebehavioral services, and this practicum offers specialty training in this area. Students must register for three credit hours of CPSY 683 with Dr. McCord each semester that they are at the TI. The TI Community Practicum is an advanced training site for doctoral psychology students. TI provides free counseling services to low income, uninsured individuals throughout the Brazos Valley. Students in TI Community Practicum are required to:

- Dedicate a minimum of 2 semesters at the TI
- The TI follows the faculty and staff holiday calendar, and students are expected to see clients when the clinic is open
- Dedicate 20 hours per week to the TI including direct client hours, individual and group supervision, didactic training, tape review, and case management
- Complete comprehensive training in the policies, telehealth platforms, and electronic medical record used at the TI prior to seeing clients

Upon completion of the required Community Practicum, students are eligible to apply for a number of funded training opportunities through the TI (contingent on continued grant funding).

Field Practicum

Upon successful completion of the CAC and TI practicum, and with approval from the program, students are required to obtain advanced field practicum experience. Students must register for at least 1 credit of CPSY 683 Field Practicum each semester that they are in practicum. The program has a Field Practicum Coordinator (Dr. Lizette Ojeda). To register for a field practicum, you must get the field practicum registration form from one of the Academic Advisors or print it out from Appendix C in this handbook. After filling out the form, you will give it to the Field Practicum Coordinator for approval. At the end of the semester, the field practicum supervisor at the field site will complete an evaluation online and recommend a grade (the Field Practicum Coordinator will provide your supervisor with a Qualtrics link). If the Field Practicum Coordinator does not receive an evaluation from your field supervisor you will not pass the field practicum.

There are several requirements for a field practicum site to be approved. A licensed psychologist must supervise the student at the field practicum site. Supervision must be on-site and provide direct observation at some point during the field experience (in person, live in a group setting, behind a one-way mirror, videotaped, etc.). All practicum activities must be recorded, and the field practicum instructor and clinical supervisor must verify all hours. Field supervisors will be required to submit final evaluations for the student, and their evaluation will be saved in our database. Final evaluations from field supervisors must be received by the faculty instructor of record before a final grade is provided. The field practicum site must also complete a Statement of Agreement Contract before students can pursue training there. Contact the field practicum coordinator for more information.

Students interested in a site not on the CPSY Approved Field Practicum Sites list must ask the field practicum coordinator to consider the site for program approval but may not use the site until it has been approved.

Request a new Field Practicum Site:
tx.ag/SiteRequest

Practicum sites are evaluated in terms of the degree to which the site provides training consistent with program expectations and objectives, and each site must also conform to expectations that accompany our accreditation. Efforts will be made to develop practicum sites at agencies where students will receive experience and training commensurate with the philosophies of the Counseling Psychology training program.

CPSY Approved Field Practicum Sites List

For an updated list of sites that are program approved see:

tx.ag/FieldPracticum

VA Field Placement

Students who want to obtain a field practicum at one of the Veterans Administration health care facilities in the area (College Station, Austin, Temple, Waco, and Houston) must meet several requirements to qualify for training at a Federal facility, at which time the student will be subjected to a background check. The field practicum coordinator must sign a form signifying that the student has met these criteria (which include tuberculosis screening, influenza vaccine, etc.). The field practicum coordinator can provide a copy of the form that must be submitted. The background check may take some time, so it is recommended that the student initiate this process several months in advance before the practicum is scheduled to begin. For more information of the various credentials that must be submitted to the VA site, contact the field practicum coordinator.

Guidelines for CPSY Doctoral Students with External Licenses

This document provides required protocol for doctoral students in the Counseling Psychology program who hold or are pursuing a mental health license other than licensed psychologist. As future psychologists, it is imperative that students adhere to the highest standards of professional conduct and ethical practice. Thus, the purpose of these guidelines is to ensure ethical practice, maintain clear professional boundaries, and uphold the integrity of the CPSY doctoral training program.

TAMU's Requirements of On-Campus and Off-Campus Employment

The TAMU Graduate and Professional School (Grad School) limits on-campus employment to 20 hours a week during the Fall and Spring semesters. An additional 9 hours of on-campus employment is allowable with approval from the Grad School. The Grad School does not provide restrictions on off-campus employment for domestic students. International students should contact International Student & Scholar Services for requirements and restrictions.

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

All graduate assistants are required to review the Graduate and Professional School's Guidelines for International Alternate Work Location (IAWL).

Standards of the APA Ethics Codes applicable to these guidelines:

2.01 Boundaries of Competence
(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.
(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

7.01 Design of Education and Training Programs
Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program.

CPSY Doctoral Program Directives

As noted in Texas State Board of Examiners of Psychologists [TSBEP] Rule 465.2 and Texas Occupations Code, Chapter 501 Psychologist Sec. 501.004, unlicensed students engaging in any form of psychological services, including counseling, must do so within a course of supervised study in a recognized training institution "under qualified supervision in a recognized training institution or facility" and "the person is designated as a 'psychological intern', as a 'psychological trainee", or by another title that clearly indicates the person's training status."

As you are a doctoral student in training in the TAMU counseling psychology program, you are considered unlicensed students enrolled in a state-approved and recognized training institution. Any mental health provider license you may hold, such as LPC, are not recognized by the CPSY doctoral program and are not part of the doctoral training program.

Only hours acquired at TAMU-affiliated and CPSY program-approved practicums will be

counted towards fulfilling doctoral training requirements and internship application. If you provide services under a mental health license such as LCP, you are not to represent yourself as a doctoral student in training at TAMU in any verbal or written communications. Furthermore, TAMU will not be responsible or held liable for services provided outside of program-approved training.

LPC or other mental health licensees are instructed to do the following:

- You are not to represent yourself as a doctoral student in training at TAMU in any verbal or written communications where clinical work is being conducted under another mental health license (e.g., LPC, LPC-I, LPC candidate)
- You are not to represent yourself as a licensed mental health provider (e.g., LPC, LPC-I, LPC candidate) in any verbal or written communications at any TAMU-affiliated practicums and field placements.
- You must disclose to clients that you are a student in training at TAMU at all TAMU-affiliated practicums and field placements.

Annual Evaluation

At the end of each Spring semester, the CPSY faculty conduct an annual evaluation of each student's progress in academic performance, research and scholarship, clinical skills, and professional behavior. The annual evaluation is a college requirement that is due each year in April, however, students can edit their portfolio throughout the year including after the April deadline. The annual evaluation follows a rubric to determine each student's minimal level of achievement on each of the competencies expected by the APA Commission on Accreditation for health service psychology. The rubric used to evaluate students is contained in Appendix B.

Preparing for the Annual Evaluation

Students create and maintain an online repository of their work, accomplishments and artifacts that will be used in the annual evaluation and, eventually, for the portfolio requirement that serves as the comprehensive examination.

You should add (and routinely update) the following items in this online file:

- Portfolio Introduction
- Short Biography
- Key Documents (e.g., most recent curriculum vitae, work samples from clinical practice documents, copies of submitted professional papers and/or presentations).
- Progress indicators
- Proposal and Dissertation
- Research
- Teaching and Service
- Research Interests
- Professional Organizations
- Awards
- Leadership Roles
- Training Certifications (CITI trainings)
- Publications
- Presentations and Other Research
- Copy of practicum hours (https://time2track.com/about/)
- Copies of supervisor and/or instructor evaluations

Each student will be informed of the annual evaluation results in a meeting with their faculty advisor.

Throughout the year, students are advised on the areas and factors taken into consideration by the program faculty as they evaluate student progress in the program and determine each student's minimal level of achievement on each of the competencies and accompanying elements presented in Appendix B.

Process of Evaluation

The annual evaluation meeting takes place with the student's faculty advisor, typically in May. In the annual evaluation meeting, the advisor presents a preliminary rating of the advisee. Program faculty discuss any specific behaviors and training activities they have observed relevant to the student's progression through the program and to the competencies assessed in Appendix B. Faculty review materials in the student's online review file, and the Training Director will have practicum evaluations and course grades available. Faculty reach consensus on ratings for each student on every competency. Individual faculty members then complete the annual evaluation

report for each advisee, and these are collected by the Training Director. The Training Director conducts a final review of each annual evaluation (providing feedback or edits to the advisor, if indicated), and then uploads a copy of the annual evaluation to the student's online confidential, secure web portal for their review. A "hard copy" is also mailed to the student's current mailing address (provided by the student in their online file for review), and a copy is placed in the student's file in the Academic Advising Office. Students electronically signify their agreement or disagreement at the online web portal, and this is conveyed via email to the Training Director. It is also registered at the web portal for faculty to track. This serves to acknowledge the student's receipt of the annual evaluation. Each student is encouraged to discuss the evaluation with their advisor and with the Training Director.

Students must log in to view their evaluation. Once the student has read the evaluation, they can comment on the evaluation. Students also have the option to "Agree" or "Disagree" with the evaluation by clicking on the appropriate button.

Unsatisfactory Progress

After faculty evaluation of the student, the actions below are available to the faculty for students meeting unsatisfactory progress:

- A plan for remediation of the problem that is agreed to by the student and the faculty may be developed and implemented;
- Implementation of actions listed in Student Rule 12.5
- Implementation of actions listed in Student Rule 12.9

Doctoral Candidacy

Preliminary Examinations [Comps Portfolio]

Texas A&M University requires each doctoral student to pass written and oral preliminary examinations, also referred to as comprehensive examinations. While there may be differences in the format and content based on the student's advisory committee, each program in the department has adopted their own program policy covering this examination.

The examination provides faculty with an opportunity to ensure a graduate possesses important academic and professional values and information. The university requires a "final" examination to ensure the graduate possesses an expected command of the knowledge base required for the doctorate. The accrediting body in our field – the American Psychological Association – requires that we assess students to ensure they possess specific competencies expected by the profession, consistent with our mission and our public statements. To maintain our accreditation, we must be responsive to the field and meet the changing standards and expectations. Therefore, it is important to appreciate our need to modify and update our preliminary examinations to meet new and evolving standards and expectations.

The CPSY program has a portfolio format to conduct our comprehensive exams. The portfolio is submitted prior to approval by the faculty to apply for internships.

Areas covered in the portfolio that constitute the comprehensive examination are as follows:

- Area I – Advanced Integrative Knowledge
- Area II – Research Competencies
- Area III – Multicultural Competencies
- Area IV – Measurement, Assessment, and Psychological Testing Competencies
- Area V – Theories and Practice Competencies
- Area VI – Ethical, Legal, and Professional Issues

Students should submit portfolio components for each area, including but not limited to papers, reports, de-identified treatment summaries, etc. This should be completed regardless if students waived coursework for this area in their doctoral studies; if this is the case, students should submit evidence of competencies from their master's level classes/coursework.

Faculty are assigned to evaluate student products in each area. Attempts are made to ensure that advisors do not evaluate portfolios submitted by their advisees. The faculty meet to share their evaluations and determine if any remediation is required. These decisions are made on an individual basis. These decisions are made with considerable deliberation. The evaluation rubric currently used by the faculty is available in Appendix C.

Dissertation Proposal

The dissertation presents the student with the opportunity to demonstrate abilities to independently and ethically conduct a research project with the supervision of senior, established colleagues serving as committee members, and then effectively communicate that work verbally and in writing to these colleagues. In the process, the student demonstrates a command of the relevant literature and the ability to think critically as a scientist-practitioner.

Every doctoral student must present a research proposal delineating the scope and methodology to be employed in their dissertation. The student works with their dissertation chair to prepare the proposal that is then shared with the Advisory Committee. At this time, the student will also

schedule a proposal meeting at which time the committee members can offer suggestions, request changes, etc. in the proposal. Before beginning their research, the student must file an IRB and have the approval of the IRB Office.

Academic and training objectives are evaluated over the course of the student's enrollment and culminate in the preliminary examinations, dissertation proposal, and final oral defense. Specific committee members can require varied components (e.g., Major Area Paper, topical written examination, publishable paper) as part of the evaluation process in addition to those required of all students.

A **complete** dissertation proposal must be presented to the advisory committee **two weeks** before the scheduled dissertation proposal defense meeting time.

Doctoral students applying for internship must have their dissertation proposal approved by their dissertation committee, with this approval clearly documented in the Graduate and Professional School Academic Requirements Completion System (ARCS), **no later than October 15** of the application year. This is a firm deadline, and no extensions will be granted.

CPSY Dissertation Guidelines

The Counseling Psychology faculty recognizes the fact that completing a polished dissertation is a tremendous undertaking for all students. The addition of course work in the area of research is a reflection of our commitment to aid the student in becoming a good researcher. Following are the dissertation guidelines for our students:

- A tenured or tenure-track Counseling Psychology faculty member must be the dissertation chair or a co-chair of your committee.
- Students are expected to adhere strictly to APA and TAMU ethical guidelines and procedures. It is the student's responsibility to familiarize himself or herself with such guidelines and to be in compliance with them (e.g., IRB guidelines).
- Students are expected to be thoroughly familiar with relevant literature by means of having conducted an extensive literature review.
- Research hypotheses/questions should be directly related to information available in the literature.
- Students should understand and be able to justify the rationale for their research design and should be able to specify its limitations.
- It is the student's responsibility to assure that any instruments developed and/or selected for the research are valid and reliable for the purposes of the study.
- Students should understand and be able to justify their use of specific statistical procedures and/or qualitative analysis and should be able to demonstrate that the underlying assumptions of those procedures were met. Please note that committee members provide guidance. However, students are expected to be able to run their own data analysis and interpretation.
- The data that is analyzed should be current and relevant to the study of psychology.
- The results of the statistical or qualitative analysis should be stated clearly and the conclusions reached should be justifiable and tied to the findings.
- The limitations of the study, and the implications for future research, should be clearly delineated.
- The dissertation is to be written in grammatical, standard English, following APA Guidelines and appropriate literary style.

Internship

The APA Guidelines and the Counseling Psychology program require that students complete a full- time, 12-month internship prior to receiving the Ph.D. Students must work closely with their advisors to identify potential sites and prepare a list of prospective sites for their internship applications. Students should submit the Academic Progress Checklist, CPSY Internship Readiness Checklist and Intention Form, and supporting documentation by September 1st during the Fall semester of their last year in order to obtain permission to seek an internship (See Appendix D).

In accordance with the program's long-term commitment to training professional leaders, students must receive favorable evaluations in all four domains to be endorsed for internship. Students who receive negative evaluations may be asked to delay internship application, obtain a psychological evaluation and/or counseling, extend their academic training, and/or take other action deemed appropriate by the faculty. As noted in the TAMU Graduate Catalog, Department of Educational Psychology:

"Preparation as a professional in the areas of emphasis offered in the department requires attention to personal characteristics of the individual and his or her socialization into the profession as well as to successful completion of academic course work. In particular, students should exhibit an orientation toward fostering human development and possess characteristics conducive to helping relationships."

Program Approved Internship Sites

Students are required to apply to APA-accredited internship sites that are listed as Full Accreditation. APA internship sites that are listed as Accredited, on Contingency s may be approved by Counseling Psychology faculty only under extenuating circumstances and if the following requirements are met by the proposed site:

- Must have more than one psychologist in a direct supervisory role.
- Must provide a variety of training activities.
- Setting must have an organized program for internship training.

The primary reference sources for internship sites are the internship's website, the APPIC website, and the APPIC Directory of Internship Programs. We do not offer a specific course to prepare internship applications. However, the program usually provides a preparation program in the summer prior to internship applications for those who intend to apply that autumn. Participation is voluntary (but recommended) and the timing of the program depends on the availability of the instructor. For an overview of the APPIC, see the following website: http://appic.org

Internship Application Approval

Approval to submit an application for internship (see Appendix E) is based on the following completed activities:

1. Students must meet program standards for professional and personal growth as well as growth as a scientist and practitioner.
2. Students must have met all SoA competencies.
3. Students must not be on probation.
4. Successfully **propose their dissertation before the end of the fall semester** (TAMU's official last class day of the semester) of which they are applying for internship.
5. Students must submit a manuscript to a journal as first author or co-author during the course of their doctoral program.

6. Students must present psychological scholarly work at a regional, state or national professional conference during the course of their doctoral program.

The request to apply for internship does not insure faculty approval. If approval is received, students may then begin the process of submitting material to internship sites. The list of internship sites for each student to subject to the approval of the program faculty.

Internship Letters of Recommendation

In order to provide letter writers adequate time to prepare a letter for you, please provide a two-month notification. It would be beneficial and helpful to your letter writers to provide the following information:

- Current vita
- List of internship sites
- Copies of practicum evaluations
- Copies of internship applications essays
- Practicum hour log

Individual recommenders may require additional supporting materials.

Internship Ranking Approval

Approval to submit APPIC internship ranking is based on the following:

1. Has passed comprehensive exams.
2. The dissertation proposal has been approved and the TAMU Graduate and Professional School's Research Proposal Approval Form has been signed by all dissertation committee members.
3. Does not have any failing grades (C, D, F, or U).
4. Does not have any incomplete grades (excluding 691).
5. Is not on probation.
6. Is in good standing.

Students who fail to meet criteria will be prohibited from submitting APPIC rankings. Students may reapply the following year under the same guidelines. Students will not be allowed to leave for internship with unfinished coursework, with failing grades (C, D, F, or U), or on probation.

Internship Credit Hours

Students must enroll for at least one hour of semester credit for each of the three semesters they are on internship. A student may enroll for more hours if needed to meet expectations for financial aid or loan repayment programs.

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 and specific instances in which a grievance can be filed. Consistent with university procedures, the College of Education and Human Development follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

Students seeking a meeting with the EPSY department leadership must do the following:

1. Review the CEHD Policy and Practices for Student Concerns, Complaints, and Grievances
2. Complete Stage 1 and Stage 2 of the CEHD Conflict Resolution Process
3. Complete the CEHD Graduate Student Concern Form
4. Submit CEHD Graduate Student Concern Form to EPSY Associate Department Head Dr. Daniel Hajovsky (dhajovsky@tamu.edu)

TAMU Facilities and Services

Career Center

The University feels a definite responsibility to provide all possible assistance to its graduates in pursuing suitable professional career opportunities. The Career Center is responsible for all placement services in all departments and divisions of the University. It provides a comprehensive on-campus recruiting/interviewing program as well as individual and group counseling services to ensure that Texas A&M University graduates are well informed, prepared for the job search and availed of every opportunity to choose from professional alternatives.

The use of the services provided by the Career Center is limited to students and alumni of Texas A&M University. Seniors and graduate students who wish to use these services should file a record of their qualifications with the Center early in the year during which their university work will be completed. The Center is located on the second floor of the Koldus Building.

Financial Assistance

Opportunities for financial assistance that are specific to graduate students were discussed in the section on Funding for Graduate Students section.

Additional university resources for financial resources include:

- Department of Student Financial Aid
- Student Business Services
- Jobs for Aggies
- Graduate and Professional School
- Department of Education Psychology

University Student Services

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

The Memorial Student Center (MSC) combines a beautiful facility and a wide variety of services and programs intended to meet the cultural, social and recreational needs of the university community. This facility includes meeting rooms, printing center, the central ticket office, lounges, a cafeteria and snack bar, bookstore, a music listening room, bowling lanes and art galleries. The MSC Council and Directorate is responsible for producing a wide variety of

programs, ranging from ballet to leadership conferences, as well as for providing a laboratory for individual growth and development. All students are invited to become involved in MSC programs and to use the facilities and services of the MSC.

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

University Health Services - Counseling provides limited duration counseling in the following areas: personal-social, crisis/emergency, marriage/couples, human sexuality, career and group counseling; a career, educational and personal growth information library; test interpretations; and referral to other services. Confidentiality, to the limits provided for by law and judicial decisions, is maintained for all students, and it is observed as well for students in the department who may receive counseling at the center.

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

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

University Health Services - Medical (A.P. Beutel Health Center) provides a modern clinic for outpatient services and beds for 44 inpatients. The facilities of the clinic include a modern laboratory and X-ray, physical therapy and diagnostic departments. The medical staff includes not only general practitioners, but also consulting specialists in general practice, surgery, orthopedics, urology, gynecology and psychiatry.

The Health Center is closed during official University holidays. The outpatient clinic is open from 8:00 a.m. to 4:00 p.m., Monday through Friday. For illness requiring medical attention that occurs during hours the clinic is closed, the emergency room of this facility, located on the second floor, remains operable. The Health Center fee entitles the student to clinic visits as needed, most diagnostic examinations, care of illness or accidents, ten days of treatment(s) per semester for cases requiring hospitalization at the university, medications according to pharmacy policy (medications unavailable at the hospital must be purchased by the student), and X- rays and laboratory tests as indicated.

The University Health Center does not perform or provide care for major surgery. In these cases, the student selects the hospital and surgeon and assumes financial responsibility for surgical or medical procedures.

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

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

Computing Services

The Computing Services Center (CSC) is a service facility dedicated to providing the best possible computation support promptly and at the lowest cost within the available resources. The center provides a centralized data processing facility for academic, research and administrative efforts of the University.

Students have access to the mainframe computing system (students are assessed a fee for this service each semester). Computers are available for students in the Remote Computing Center (located downstairs behind the Sterling C. Evans Library), the Academic Computing Center (located in the Blocker Building), and the Teague Computing Center (located in the Teague Building). Assistance is available at each center for those students needing help.

Libraries

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

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

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

Students, faculty and staff can also access national and international bibliographic databases at a nominal cost through the "do-it-yourself" computerized searching service offered by the Reference Division. A Learning Resource Department (LRD) located on the sixth floor has more than 150 microcomputers with several printers that are available to students for class and research-related use. Audio visual materials and equipment also are available in this department. Students also make use of the Medical School library (across Wellborn Rd.) and the U.T. Austin Library.

Recreational Facilities

Texas A&M University is generally recognized as having one of the best all-around recreational sports programs in the country. Recreational Sports offers the Intramural Sports Program, Sport Club Program, TAMU Outdoors and informal recreational and fitness classes. Not only does it provide an opportunity for students to participate in a wide variety of sports activities, but it affords a splendid educational opportunity for the students serving as intramural officials and supervisors. Recreational Sports attempts to provide each student with the opportunity to participate in activities as regularly as his or her time and interests permit. These activities are organized on an individual basis as well as by team, thereby enabling all to participate. Both Bryan and College Station Parks and Recreation Offices offer year-round recreational service including swimming, baseball, tennis and soccer. In order to book any of the parks for use, contact either city office.

Multicultural Services

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

Off-Campus Student Services (OCSS)

The Off-Campus Student Services (OCSS) provides students with information on apartments and houses and maintains a roommate locator file. The OCSS also provides information on resolving landlord and room-mate difficulties and periodically conducts workshops to deal with these problem areas.

Graduate and Professional School Handbook

The Grad School Handbook includes additional policies about which you should be informed. Especially relevant is information regarding registration (including continuous registration requirements, course load requirements, in residence registration, in absentia registration, and preregistration), time limits for completing degree requirements, scholastic requirements, thesis and dissertation policies, applying for degrees, and confidentiality of student records.

APPENDICES

Note: Many of these forms can also be accessed on the programs Teams folder.

APPENDIX A: CPSY DEGREE PLAN

Counseling Psychology Program
Ph.D. DEGREE PROGRAM PLAN

Discipline-Specific Knowledge Areas

History and Systems of Psychology
EPSY 644 Histories of Psychology or program approved course

Affective and Cognitive Aspects of Behavior
EPSY 606 Motivation and Emotion for Optimal Learning and Performance

Biological Aspects of Behavior (*one of the following*)
EPSY 621 Clinical Neuropsychology
EPSY 634 Educational Neuroscience

Developmental Aspects of Behavior
EPSY 647 Lifespan Development

Social Aspects of Behavior (*one of the following*)
CPSY 635 Social-Counseling Psychology Interface
PBSI 620 Theories of Social Psychology

Research Methods
CPSY 690 Theory of Counseling Psychology Research

Psychometrics
EPSY 625 Advanced Psychometric Theory

Statistical Analysis
[1]EPSY 640 Statistical Analysis in Educational Research I
EPSY 641 Statistical Analysis in Educational Research II

Advanced Statistics or Research Methods Course (*one of the following*)
EPSY 660 Single-Case Experimental Design Research Methodology
EPSY 642 Meta-Analysis of Behavioral Research
EPSY 643 Applied Multivariate Methods
EPSY 651 Theory of Structural Equation Modeling
EPSY 652 Theory of Hierarchical Linear Models
EPSY 654 Longitudinal Data Analysis
EPSY 655 Item Response Theory
EPSY 656 Survey Instrument Development
EPSY 637 Qualitative Methods & Analysis
EHRD 655 Qualitative Research Methods

[1]If you do not have an undergraduate statistics course then you will need to take EPSY 435 Ed. Stats. or STAT 651 Statistics in Research I *BEFORE* taking EPSY 640.

Profession-Wide Competencies

Research

CPSY 685 Directed Studies (Research Team participation)

[2]CPSY 688 Research Proposal Development (or CPSY 685 Directed Studies dissertation proposal with advisor)

CPSY 691 Dissertation Research

Ethical and Legal Standards

CPSY 662 Professional Issues in Counseling Psychology

Individual and Cultural Diversity

CPSY 679 Multicultural Counseling

Intervention

CPSY 632 Career Counseling

CPSY 633 Introduction to Group Process

CPSY 672 Theories of Counseling and Psychotherapy

Communication and Interpersonal Skills

CPSY 631 Techniques of Counseling

Consultation and Interprofessional/Interdisciplinary Skills

CPSY 636 Psychological Consultation to Organizations

Assessment

CPSY 626 Psychopathology

CPSY 683 Assessment Practicum

EPSY 627 Structured Personality Assessment

SPSY 612 Individual Assessment of Intelligence

Practicum & Internship

CPSY 639 Counseling Practicum I

CPSY 664 Counseling Practicum II

[3]CPSY 683 Field Practicum – 2 semesters are required at the TI

CPSY 666 Practicum in Counselor Supervision

[4]CPSY 684 Professional Internship

[2]Students may opt to enroll in this formal course for dissertation proposal writing or in their dissertation advisor's section of CPSY 685 instead.

[3]Students must register for at least one hour of field practicum for each semester that they are seeing clients.

[4]Students must register for at least one hour of internship for each semester (fall, spring, summer).

APPENDIX B: ANNUAL EVALUATION RUBRIC

Located on CPSY Teams.

APPENDIX C: RUBRIC FOR STUDENT PORTFOLIO EVALUATIONS

Located on CPSY Teams.

APPENDIX D: CPSY ACADEMIC PROGRESS CHECKLIST

Student:

Dissertation Chair:

Date:

The completed checklist and all supporting materials must be uploaded to your online portfolio.

Completed? Y or N	Requirements
	Student's permanent advisor has been chosen by student; student has notified temporary advisory of the choice; permanent advisor has agreed to serve [deadline: September of 2nd year].
	Student's GPA at TAMU is above requirement. [supporting documentation is in student's portfolio].
	Student has presented psychological scholarly work at a regional, state or national professional conference. [copy of paper and/or poster, and conference program listing is in student's portfolio]
	Student has submitted a manuscript to a journal with the student listed as first author or co-author. [PDF of the editor's receipt of manuscript submission and CRediT (Contributor Roles Taxonomy) statement is in the student's portfolio.
	PhD Degree plan has been filed with the Grad School.
	Preliminary examinations have been passed and a report filed with the Grad School. [Copy of filed report in student's portfolio].
	Dissertation has been proposed and filed with the Grad School. [copy of filed report in student's portfolio]. **If no, expected date:**

APPENDIX E: CPSY INTERNSHIP READINESS INTENTION AND CHECKLIST

CPSY DOCTORAL INTERNSHIP INTENTION

The student is responsible for filing their internship intention by September 1st prior to the calendar year in which the internship is to begin. Plans for the internship should be discussed with the student's dissertation chair before submitting their materials.

Students are required to meet minimum levels of achievement (MLA) that are consistent with readiness for internship and entry-level practice. MLA is defined as:

- The capacity to function across a broad range of clinical and professional activities with increasing professional autonomy and effectiveness
- The ability to understand, integrate, and apply skills and knowledge in theory and practice, and generalize these to different situations
- The ability to self-assess strengths and areas of growth, and apply interventions to increase skills within a supervisory or training context

Internship eligibility will be determined by the CPSY faculty, taking into account the submitted materials, as well as the student's minimum level of achievement (MLA) progress in Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC). A failure to complete all of the requirements of the **Internship Readiness Checklist** will result in the student having to withdraw from the match process or from the matched site. This policy is outlined by APPIC in their Policy on Doctoral Program Associates.

Submission Instructions

Steps 1-4 must be complete by September 1st.
Students may not proceed to steps 5-7 until they receive an official letter from the program giving them permission to apply for internship. Once this permission is granted, steps 5-7 are due October 1st.

Step 1: Create a Google Folder

1. Title Google Folder "Last Name, First Name Internship"
2. Set Google Folder access to Texas A&M University
3. Send a link to your Google Folder to the Training Director.

Step 2: Create a Google Doc for Internship Intention Application

1. Title the Google Doc "Student Last Name Internship Intention Application"
2. Center Demographic information
    - Name
    - Dissertation Chair
    - Intended date to begin internship
3. Briefly describe:
    - Your goals for internship (what you hope to gain from the experience).
    - Special expectations you have for internship (e.g., geographic location, type of agency, type of supervisor, client characteristics, stipend level, etc.)
    - Your post-doctoral work objectives (where do you want to work, what populations, what type of work do you want to do).

4. Copy and paste completed Internship Readiness Checklist into the google doc.

Step 3: Create Google Sheet
1. Title the Google Sheet "Student Last Name Internship Intention Sites"
2. Create a tab of "Proposed Internship Sites" which includes a list of proposed internship sites. Include site name, addresses, and agency type.
3. Create a tab of "Practicum Sites" which lists practicum sites you attended and a summary number of direct (separating therapy and assessment), indirect, and total practicum hours

Step 4: Upload copy of unofficial transcript
1. Title the PDF "Student Last Name Transcript"

Steps 5-7 are due October 1st.
Students may not proceed to Steps 5-7 until they receive an official letter from the program giving them permission to apply for internship.

Step 5: Create a Google Doc for Internship Readiness Statement
1. Title the Google Doc "Student Last Name Internship Readiness Statement"
2. Draft a readiness statement *in third person* that is no longer than 7,000 characters and has 3 paragraphs noting:
   - Clinical strengths
   - Clinical weaknesses
   - Summary of clinical experiences and goals for internship
3. This statement is separate and distinct from the Step 2 Internship Intention Application, as it will be the basis of your readiness statement in your AAPI that the training director submits. Sometimes it can be difficult to know these points about yourself, so if you are having trouble it is suggested to look at past practicum evaluations or ask your advisor or previous supervisors. Remember to write this statement in third person.

Step 6: Upload summary of clinical hours
1. Title the PDF "Student Last Name Clinical Hours"
2. The summary of clinical hours (either downloaded from Time2Track or other detailed system to track hours) need to provide a breakdown of specific hours in each section. If the hours do not match the DCT verification in the AAPI, there will be a delay in your application and you will be required to resubmit your documents with correct hours.
3. Any master's practicum hours to be counted toward internship will require a completed and signed Verification of Terminal Master's Hours Form, that includes accumulated hours for interventions, assessment, and supervision. Hours for role plays or practice sessions should not be included. If you are unable to contact your masters program supervisor or training director, you will need to contact the site to determine who can sign in their absence.

Step 7: Finalize core AAPI for DCT verification
1. Lock your internship application (AAPI) for DCT verification. Once approved, you may officially apply to programs.

Internship Readiness Checklist

Requirement	Y/N or Student Response
Required coursework completed.	
List academic coursework remaining. Provide course number, course title, number of credit hours, and semester offered	
Provide any information if you are currently on a remediation plan or probation status. If not, please indicate N/A:	
Student has presented psychological scholarly work at a regional, state or national professional conference. Provide APA citation.	
A manuscript has been submitted to a journal with the student as a first author or co-author. Provide APA citation and CRediT (Contributor Roles Taxonomy) statement	
Passing Preliminary Examination grade posted on TAMU Graduate and Professional School's ARC.	
TAMU Graduate and Professional School's Research Proposal Approval Form has been signed by all dissertation committee members.	
Number of direct (separating therapy and assessment), indirect, and total practicum hours.	
Demonstrated development across program through annual evaluations with met or exceeded minimum level of achievement (MLA) at each annual review. Note any evaluation scoring below MLA and what was done to remedy the situation, as applicable.	