COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

SPECIAL EDUCATION DOCTORAL STUDENT HANDBOOK

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Department Introduction

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

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

Graduate students in Texas A&M University's EPSY select an area emphasis in Special Education. The diploma and transcript will only list your official degree title and Texas Higher Coordinating Board approved degree programs. The academic program area and area of emphasis of student studies are not denoted on any official documentation. Graduate students have the opportunity to apply and study in following Academic Program Area: Doctorate in Educational Psychology with an Emphasis in Special Education.

Texas A&M Special Education Program mission statement: The mission of the Texas A&M Special Education Programs is to improve the lives of people with disabilities and their families. Our goal is to promote equity and create inclusive environments across school and community settings so that people with disabilities have the same rights and opportunities in the access to educational and community environments as all citizens. We prepare effective and responsive teachers, practitioners, advocates, and researchers who serve their communities through the development and implementation of evidence-based educational programs and behavioral interventions.

EPSY, as one of the four departments in the College of Education and Human Development, is currently home to over 1,297 undergraduate students, 493 graduate students, 46 faculty members and 44 staff members. EPSY produced, 61 bachelors, 126 masters, and 27 PhD graduates for the 2021-2022 year.

The EPSY administrative offices are located in room number 704 and Faculty offices are located on the 6th and 7th floors of Harrington Tower. The EPSY Graduate Advising Office is currently located on the 4th floor in Harrington Tower.

Getting Started Guide for Department of Educational Psychology Graduate Students

College & Department Leadership

College of Education and Human Development (CEHD)	
Dean:	Dr. Michael de Miranda
Senior Associate Dean of Academic Affairs:	Dr. Beverly J. Irby
Department of Educational Psychology (EPSY)	
Interim Department Head:	Dr. Jeffrey Liew
Associate Department Head for Graduate Studies:	Dr. Daniel Hajovsky
Associate Department Head for Research and Faculty Development:	Dr. Wen Luo
Academic Advisor:	TBD
Academic Advisor:	Peggy Brigman
Division of Special Education (SPED)	
Division Chair:	Dr. Marcia Montague

Graduate and Professional School Governance

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

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

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

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

Department of Educational Psychology Graduate Student Association (GSA)

The EPSY GSA is an active cadre of graduate students in various disciplines of education, all a part of the EPSY and at Texas A&M University. The organization strives to assist our fellow students in the completion of masters and doctoral level studies, helping them to acclimate to

Texas A&M University, as well as to find success in their studies. In addition, GSA provides a number of social and professional development meetings during the academic year for students for the purpose of networking and advancing the EPSY GSA's work at TAMU. All students are strongly encouraged to join the EPSY GSA, including online MEd and EdD students. PhD students must be a current member of GSA in order to be eligible for departmental travel funding. Web conferencing tools and technologies are available to facilitate distance participation. Please reach out to the Graduate Advising Office for GSA contact information. The organizations include:

- American Educational Research Association
    - Founded in 1916, the American Educational Research Association (AERA) works to advance knowledge, scholarly inquiry, and research related to education. AERA has over 150 special interest groups, including one on special education research. http://www.aera.net/
- Educational Psychology Student Organization (EPSO)
    - To support graduate students in the EPSY department by representing the student body to faculty, planning social events and enrichment events. The purpose of this organization is to serve as a liaison between the graduate students and faculty members of the EPSY serve as a source of information for graduate students promote social activities involving both graduate students and faculty members promote participation in professional activities and impact departmental, college, and University policies affect EPSY graduate students. https://maroonlink.tamu.edu/organization/epso
- Student Council for Exceptional Children (SCEC)
    - The Council for Exceptional Children (CEC) is widely respected as the most active organization in the world serving all exceptional children who have disabilities and those who are gifted. It is a network of 53,000 professional members from every state and province who are involved in all aspects of special education. https://www.cec.sped.org/
- Association for Behavior Analysis International
    - The Association for Behavior Analysis International (ABAI) is a key organization for individuals interested in understanding, teaching, and applying behavior analysis. https://www.abainternational.org/welcome.aspx

Transportation & Parking

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

Howdy Portal & Resources

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

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Student email, Google Drive, Academic Services, Student Writing Center, TAMU Libraries, and so much more. This will be your primary source for university and student information.

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

TAMU Email
Your @tamu email address will serve as your official email address for all TAMU communications, including those from faculty and staff. Texas A&M student rule 61 requires you read this email daily: https://student-rules.tamu.edu/rule61/

Registering for Classes
Newly admitted graduate students should contact their faculty advisor for assistance in course selections. Course registration is done through the Howdy portal, under the MyRecord tab.

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

Online Learning Platform (Learning Management Systems)
Canvas provides access to online learning and instructional resources. Your Canvas log-in is your TAMU NetID and password. Your Canvas account is linked to your TAMU email account. Information about getting set up in Canvas can be found here: https://lms.tamu.edu/. Students are required to check their TAMU email account daily. This is the **only** official means of communication across the Department, School, and University. Students are held responsible for any information sent to their official TAMU email account.

Other Important Information & Resources

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

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

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

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

Important Resource Websites
1. School of Education Human Development: http://www.education.tamu.edu/
2. SEHD Faculty and Staff Directory: https://directory.SEHD.tamu.edu/
3. Department of Educational Psychology: https://epsy.tamu.edu/academics/#doctoral-

row
4. International Student Services: http://iss.tamu.edu
5. Tuition: https://sbs.tamu.edu/billing-payments/make-payment/index.html
6. Library resources: http://library.tamu.edu
7. Childcare: http://studentlife.tamu.edu/agoss.childcare
8. Dining on Campus: https://dineoncampus.com/tamu/
9. Student Counseling Services: https://scs.tamu.edu/
10. Veteran's Services: https://veterans.tamu.edu/
11. Disability Services: https://disability.tamu.edu/
12. Student Business Services: https://sbs.tamu.edu/
13. Student Assistance Services, including LGBTQ+ services: https://studentlife.tamu.edu/sas/
14. Department of Multicultural Services: https://dms.tamu.edu/
15. Women's Resource Center: https://studentlife.tamu.edu/wrc/

Supports and Resources

The following are support and resources you may want to seek if you are struggling with your mental health, thoughts, emotions, food insecurity and more.

1. Counseling and Psychological Services (CAPS) office offers **24/7 counseling services free of charge to all students** (https://caps.tamu.edu/myssp/). Further, they also offer numerous tips for navigating all sorts of issues from exam preparation to anxiety to sleep tips (https://caps.tamu.edu/self-help/).
2. If you are struggling with food insecurity, there are programs across campus that offer support. (https://12thcan.tamu.edu/). The Swipe Out Hunger program allows students to donate unused meal swipes to other students who need a few extras. To learn more about donating or receiving, please visit their website at: https://12thcan.tamu.edu/swipe-out-hunger/.

Registration & Enrollment

Class Registration

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

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

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

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

Temporary Faculty Advisor

Upon acceptance in EPSY, all graduate students are assigned a temporary faculty advisor. For campus-based students, the temporary advisor is a graduate faculty member in one of the emphasis areas.

The role of the temporary faculty advisor is:

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

Once you receive the name of your faculty advisor, contact him/her immediately. If you do not hear from your faculty advisor in a reasonable amount of time, you may contact the advising office at hazelwood@tamu.edu or 979 845 2337. Once you contact your temporary faculty advisor, please provide him/her with your TAMU email address as a means to contact you.

Enrollment Status

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

Add/Drop

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

Q-Drop

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

Withdrawal

A student who drops all courses in a given term will be required to withdraw from the university for the semester. An official withdrawal is initiated by the student in Howdy, and routed to the student's Dean or designee for approval. A student may not initiate a withdrawal after the Q- drop period ends (see Q-drop periods). However, the student's Dean or designee may, in certain circumstances, initiate a request to the registrar to withdraw a student after the deadline. For additional information about withdrawing from the University, see Part I, Section 17 of the Texas

A&M University Student Rules. Students are reminded that withdrawing from the University **does not** dismiss the tuition and fees or repayment of student loans borrowed and may impact payment and grace periods. For questions, contact Scholarships & Financial Aid at (979) 845- 3236.

Certificate Enrollment: Advanced Research Methods (ARM)

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

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

Financial Aid, Tuition & Fees, and Scholarships

Financial Aid

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

A limited number of EPSY Scholarships, Fellowships, and Graduate Assistantships are available for PhD students. For application information, please contact the EPSY Graduate Advising Office. More information about the Graduate Assistantship is in its own section below.

General Program Cost Information

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

Payment of Tuition and Fees

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

Obligation to Pay Tuition & Fees

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

Graduating Students Financial Obligation

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

Citations:

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

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

Installments

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

Fees and Costs of Cancelling Your Registration

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

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

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

Cancellation for Nonpayment of Tuition or Fees

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

Distance Education and Nontraditional Fees

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

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

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

Department of Educational Psychology Graduate Student Travel Grants & Guidelines

The Graduate and Professional School's Graduate Student Research and Presentation (RAP) Travel Award supports educational and professional development opportunities for graduate students. The program reimburses students up to $750 for travel expenses associated with academic conferences and research projects in the United States and abroad.

Additional support for the Graduate and Professional School's Research and Presentation Travel Awards is generously provided by the George & Barbara Bush Foundation. The George & Barbara Bush Foundation is a dynamic learning environment dedicated to the idea that public service is a noble calling. It works to preserve the historic legacy of President George Bush and support the George Bush Presidential Library and Museum, The Bush School of Government and Public Service and the local community.

Purpose

To provide travel support for EPSY graduate students presenting scholarly papers, research posters, research driven presentations, round table discussions, and other forms of scholarship dissemination at domestic and international professional meetings and symposia.

PhD Awards and Scholarships

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

Award	Due Date	Origination
PEO Fellowship awarded by GPS SEHD nomination	Sept/Oct	GPS
Dissertation Fellowship Awards Awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/dissertation-fellowships	November	GPS
Buck Weirus Spirit Award https://www.aggienetwork.com/buckweirus/	Late Dec/Early Feb	TAMU
Graduate Merit Fellowship awarded by GPS from SEHD nominations	January	GPS
Pathways to the Doctorate Program awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/pathways-to-the-doctorate-collaboration-grants-and-fellowships	January	GPS
Aviles Johnson Fellowship awarded by GPS https://grad.tamu.edu/knowledge-center/funding-and-benefits/what-is-the-aviles-johnson-fellowship	February	GPS
AFS Distinguished Student Award for Research and Teaching https://grad.tamu.edu/knowledge-center/funding-and-benefits/distinguished-graduate-student-award	February	AFS
Gramm Fellows Award awarded by GPS from SEHD nominations https://grad.tamu.edu/knowledge-center/funding-and-benefits/u-s-senator-phil-gramm-doctoral-fellowship-information	February	GPS
George W. Kunze awarded by GPS from SEHD nominations. https://grad.tamu.edu/knowledge-center/funding-and-benefits/texas-a-m-distinguished-dissertation-award-information	April	GPS

Lohman/Heep Fellowship SEHD award	June	SEHD
Jane and Collie Conoley Fellowship SEHD award	June	SEHD
Thornberry Fellowship SEHD award	June	SEHD
Lechner Graduate Grant	June	GPS

Academic Policies

Honor Code

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

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

Scholastic Requirements

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

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

A course in that the final grade is C may be repeated for a higher grade. If the second grade is higher, the original grade will remain on the student's permanent record, and the most recent

grade will be used in computing the cumulative and degree plan GPRs. A student repeating a course in that a grade of B or better has been earned will not receive grade points for the repeated course, unless the catalog states the course may be repeated for credit.

The cumulative GPR (please refer to Student Rule 10.4.3) for a graduate student is computed by using all graded graduate (600- and 700-level) and advanced undergraduate (300- and 400-level) coursework completed at Texas A&M University and eligible to be applied toward a graduate degree. Those involving grades of W-drop (W), Satisfactory (S), Unsatisfactory (U), and Q-drop (Q) shall be excluded. Any eligible coursework not applied toward a prior graduate degree, and not exceeding time limits, will be included in the student's GPR for the subsequent degree program.

Academic Probation & Dismissal

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

Students with a semester GPR below a 3.0 will be blocked from registering for future semesters until they have met with their faculty advisor prior to the start of the next semester of enrollment. A written and signed remediation plan will be submitted to the faculty advisor and to the Associate Department Head or Director for Graduate Studies. Failure to meet and submit a signed remediation plan is a violation of probation rules and will result in dismissal from the program at the end of the semester. Students who raise their GPR to a 3.00 within the guidelines above will be removed from academic probation; however, students cannot be removed from academic probation with any I or X grades outstanding. Any course work not applied towards a prior graduate degree, and not exceeding time limits, will be included in the student's GPR for the subsequent degree program.

Students must comply with all University, GPS, and departmental policies. In particular, degree plan requirements must be met or the student may be removed from the program by the Department. It is the student's responsibility to secure committee chair and members, as well as all other aspects of the degree plan.

Students have three attempts to complete each course required on the degree plan. After the third and final attempt, the student may be dismissed from the program by the department.

Academic Honesty

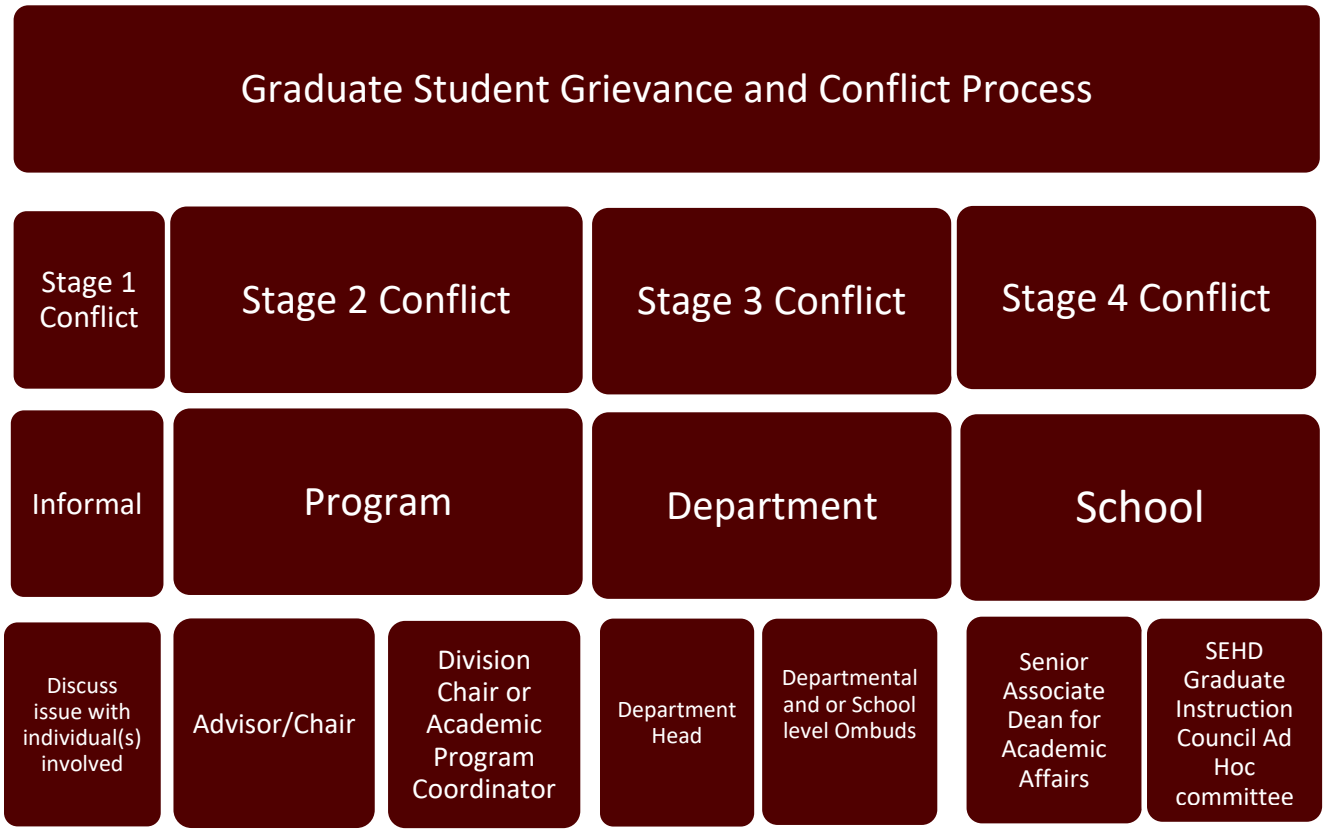
Academic honesty is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. All students within EPSY must comply with the Honor System Rules with regard to all aspects of community responsibility and academic misconduct. Students identified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

Plagiarism

Student Rule 20.1.2.35 The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Plagiarism
Plagiarism is not tolerated by the SEHD Graduate Programs and is considered an Academic Honesty Issue.

Grievance Procedures

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



Texas A&M University students are encouraged to seek clarification and advice regarding procedures before initiating a grievance. Students are encouraged to seek assistance from the Ombuds Officer for EPSY.
HOLD for link for the SEHD Grievance Process Online

Chair/Advisor

Upon admittance, all doctoral students are assigned an advisor (i.e., chair) from the **Special Education Division Faculty** (Appendix A). This assignment is based on the (a) incoming student's interests and career goals, (b) extent to which they align with a faculty member's expertise, and (c) faculty members' willingness to serve as advisor/chair. The role of the advisor/chair is to (a) assist students in interpreting university, departmental, and program regulations and requirements; (b) guide the selection of coursework and completion of program competencies; and (c) serve as chairperson of the student's Program and Dissertation Committees. Students should consult with their chair prior to registering for the first semester of classes and each semester throughout the program.

Changing Program Areas within Department of Educational Psychology

If a student wants to change program areas, we recommend that the student discuss the change with their current faculty advisor. Then, they will need to speak to the faculty in the other program area.
Once all parties are aware, the student will need to contact Peggy Brigman (hazelwood@tamu.edu) and we will look to see if a petition is required.

Changing Committee Chair or Committee Members

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

to starting the process. Students are encouraged to consult with their current Committee Chair prior to considering changes in the composition of their Graduate Committee. If conflicts arise during this process, students should consult with the Associate Department Head/Director for Graduate studies. The most important thing for graduate students to remember is to consult with everyone involved in the process of formation and/or changing of the Graduate Committee prior to making any formal decisions. It is the graduate students right to change a committee member or chair or reconstitute the entire committee. Such an action must be taken prior to the final exam/final dissertation defense. A consultation with the Associate Department Head for graduate programs is strongly advised if such an action is taken.

APA & Reference Document Style

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

Research and Data Ethics

Introduction

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

Responsible conduct of research policy

Graduate students work with faculty on various types of projects. Typically, that work is categorized into one of two primary types. First and most common is the chair -doctoral student relationship. Once the two of you have mutually agreed to enter into this relationship, the graduate student is obligated to request permission to submit work for presentation or publication regardless of where the data are derived from or the focus of the presentation. If the data are part of the student's own research agenda and was collected from a study designed as part of their paid assistantship, at the least, the chair/co-chair should be a co-author (subordinate to the student) on all conference proposals and manuscripts for publication. If the student is pursuing independent lines of research apart from their dissertation related research while a graduate student, and plans to present/publish this work, it should be with the chair's approval and separate from the paid assistantship. In such cases, co-authorship with the chair may or may not be required but the deciding factor should be governed by the data ownership and who is listed as the PI on IRB application and subordinate to that guidelines from the American Psychological Association and American Educational Research Association. When in doubt no conference proposal or manuscript should be submitted without prior discussion and approval by the faculty supervisor.

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

proposals, or manuscripts) developed should have the faculty member's name first, only be undertaken with permission of the faculty member, and only be developed under the faculty member's direct supervision. There are times when the faculty member might direct another author order but this should happen before the document(s) are developed. All authorship order that is different from the prescribed order should be negotiated before the development of any document. Because obtaining a doctorate is an apprenticeship endeavor, students should never undertake a document development task in which the faculty member is not fully engaged. It is not acceptable to develop a document and include a faculty member's name without the faculty member's prior consent ***and*** their participation in its development. The faculty member is the Principal (PI) on every IRB, thereby requiring that all activities involving data collected under that IRB only be performed with the permission and supervision of the PI.

Data use granted for a dissertation by a PI, dissertation chair, co-chair, or faculty member is for the strict use in the dissertation and the production of that product. The student is typically granted the right to use the data under the circumstances prescribed by the data owner after having met all university guidelines, rules, and policies that include IRB requirements. Once the student has completed the dissertation use of the data are revoked and any subsequent use of the requires a new approval. If a traditional dissertation is undertaken no articles can be derived without meeting IRB requirements and permission of the data owner. For students submitting the article version dissertation they, have the right to revise the articles generated after graduation for publication, make edits required for publication or required as a result of the blind review process, but under no circumstances can data be reanalyzed or new articles developed without written permission to use the data and applicable IRB approvals. Presentations derived from the dissertation should include the names of committee members (including chair/co-chairs) whose contributions merit inclusion.

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

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

Necessary pre-requisites to dissertation, thesis, or record of study defense
In addition to university guidelines for eligibility for defense of the final product for MS, PhD, or EdD, the student must submit to the chair before the defense the following:

1) the data used in the study or studies in an organized and systematic way. The data must be identified, in an applicable format required by chair (e.g. Excel, STATA, SPSS) on media specified by the chair. EPSY recommends the student provide a flash drive that is clearly labeled with the student's name, IRB Protocol number, and year of the defense. The chair/co-chair may have additional requirements.

2) evidence that the IRB was closed.
If the student intends to develop additional products based on the data and all permissions are secured, the student should seek IRB approval at their new institution. Failure to complete items 1 and 2, will result in the defense being cancelled and recorded as a failure. The second attempt will not be scheduled until the student has submitted the required documentation and it is satisfactory to the chair/co-chair.

Ombuds Officer

The Ombuds Officer serves as an informal, neutral, and confidential resource for graduate students to discuss questions and concerns related to their graduate experience. The university is

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

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

The Ombuds Officer can:

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

The Ombuds Officer cannot:

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

You might want to contact the Ombuds Officer when:

17. You need an impartial, independent, and confidential person to listen.
18. You think someone at the university has treated you unfairly.
19. You have an issue that you and others have not been able to resolve and that you would prefer not to address through formal channels.
20. You are not sure how to interpret a university policy or procedure or how it applies to your situation.
21. You feel that a university policy, procedure, or regulation has been applied unfairly, or itself is unfair or ambiguous.
22. You have a problem that requires an outside party to help facilitate communication and/or negotiate a solution.

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

Some common concerns include:

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

Ombuds Officer contact information

EAHR	**Krista Bailey**	kristabailey@tamu.edu
EPSY	**Charles Ridley**	cridley@tamu.edu
KNSM	**Paul Batista**	pbatista@tamu.edu
TLAC	**Patrick Slattery**	pslattery@tamu.edu

Ombuds Officer for Graduate and Professional School 112
Jack K. Williams Administration Building
1113 TAMU School Station, TX 77843-1113
979-845-3631
ombuds@tamu.edu

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

Graduate Student Advising

Degree Plans

A graduate student must file a degree plan which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. Doctoral students in EPSY must file their degree plan during the semester in which they are enrolled in the 36th hour, and no later than 90 days prior to the preliminary examination.

Students will file their degree plans using the Document Processing Submission System (DPSS). The degree plan is then circulated electronically for approval from the departmental graduate advisor, committee Chair/Co-Chairs, committee members, department head, and GPS.

Student Petitions

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

Proposal/Exam Forms

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

Google Team Drive

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

Student Degree Evaluations in Howdy

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

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

Graduate Assistantships

Department of Educational Psychology Graduate Assistantship Guidelines

EPSY has a long tradition of supporting PhD students during the course of doctoral studies. A full range of Graduate Teaching Assistantships, Graduate Research Assistantships, Merit Fellowships and Scholarships, Tuition Reimbursements, Work Study Assignments, and Mentorships in Teaching with Faculty are available **only to PhD students in EPSY.** The department provides abundant opportunities for PhD students to advance skills in teaching, research, and service in order to fully prepare our students for a successful academic career in higher education and other educational research environments. The mission statement of EPSY emphasizes mentorship and growth in teaching, grant writing, and research for all of our graduate students, and GA positions are provided that enhance a well-rounded doctoral experience. While many Graduate

Assistantships and Scholarships are available for PhD students, there are limits to funding that vary from year to year. While EPSY cannot guarantee GA positions or scholarships for all students every semester, the department will make every effort to equitably distribute access to the various funding sources for all students.

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

Assistantship Plan

1. Merit-based Graduate Assistantships are available in EPSY for a limited number of full-time PhD students every semester. Master's degree students and EdD students are not eligible for EPSY funded Graduate Assistantships. However, faculty members with grant funds external to EPSY may hire any suitable graduate student for their project. Graduate Assistantships in EPSY may be provided for teaching, grading, research, or special departmental needs. Every Graduate Assistantship award is based on merit, exceptional performance in previous assignments, evaluations by the faculty mentors, AEFIS scores (for GATs), and department needs. See https://tamu.aefis.net/ for the official university online course evaluation system, called AEFIS.
2. Duration: Graduate Assistantships in EPSY for PhD students are not guaranteed. However, if awarded, students will typically receive 4 years of departmental funded support if such support is available. A Graduate Assistant who receives *any* funding from EPSY during an academic year is considered to have received *one full year* of EPSY funding. Any departmental support provided to a PhD student in a semester – whether in the form of salary, tuition, or benefits will count toward a year of EPSY support. To clarify, if a student receives 5 hours, 10 hours, or 20 hours of GA support for a semester and/or any support for tuition and/or benefits from the department (no matter the number of hours or dollar value), then the student is considered to have received a full year of Graduate Assistantship benefits from EPSY.
3. The department encourages students to secure funding from grants with professors, scholarships from SEHD, GPS, CTE, MSC, and work study activities in the university, graduate assistantships in other departments, centers or institutes, and/or loans to provide support for tuition and benefits. Funding from grants and other sources external or internal to EPSY do not count toward EPSY funding for graduate students.
4. Summer funding is occasionally available. Priority for summer funding from EPSY will be awarded based on merit, exceptional performance in previous assignments, departmental needs, and student progress toward graduation.
5. The Associate Department Head for Graduate Studies, in consultation with the Academic Program Chairs and the Graduate Committee, selects and appoints all Graduate Assistants. This decision of who receives a Graduate Assistantship is based on several factors including: departmental needs, recommendations from Academic Program Chairs, availability of funds, academic credentials, English Language Proficiency scores for International students, Center for Teaching Excellence certification, annual mentor evaluations, full time status, previous years of support, match of skills with research, and competency in teaching and research needs for the position.
6. Students who do not receive EPSY funded assistantships are encouraged to seek funds outside of the department from sources such as: Graduate and Professional School (GPS), Center for Teaching Excellence (CTE), Memorial Student Center (MSC), external faculty grants, and other departments in SEHD or the University.

The awarding of a graduate assistantship is contingent upon the successful completion of a

criminal background check as required by Texas A&M University Regulation 33.99.14 governing all employees. The details of this regulation can be found on the web at http://rules-saps.tamu.edu/pdfs/33.99.14.m1.pdf.

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

Graduate Assistant Categories and Duties

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

Graduate Assistant – Teaching (GAT)

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

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

Graduate Assistant Non-Teaching (GANT)

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

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

Graduate Assistant Research (GAR)

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

Chapter 1: Attend the Teaching Assistant Institute (TAI) if they will have any contact with Pre-K through 12 students. See below.
Chapter 2: Attend the meetings of all Graduate Assistants (GAT, GANT, GAR).

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

Explicit Understandings:

(Rates are accurate as of 2018-2019 SY)

1. A graduate student assigned 20 hours is considered full-time by EPSY.

For accounting and grant budgeting purposes, 20 hours = 50% time, 10 hours = 25% time.

2. Current Doctoral Student Salary (20 hours) is $1750 per month for 9 months.
3. Approximate Costs for 9-month doctoral student is $4,914 (Tuition) + $18,900 (salary fringes 20%, insurance) = $23,814.
4. If a graduate student is funded for 10 hours by the department, the student will need to secure an additional 10 hours in order to be eligible for health insurance and tuition support. A graduate student with only 10 hours of support is not eligible for tuition support or insurance.
5. If a graduate student is funded 10 hours by external funds, funding by the department for the additional 10 hours is based on needs in the department and advance approval by the department.
6. Students will follow the Texas A&M Staff and Faculty holiday dates as set forth by the university.

Requirements for Graduate Assistants

All Graduate Assistants (both Teaching and Non-Teaching) will complete all online training required by Texas A&M University, abide by all rules and regulations of TAMU, and attend all orientation and training meetings. This includes the Center for Teaching Excellence (CTE) certification before you are employed in a GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research for those having any contact with Pre-K through 12 students). All Graduate Assistants must apply with all CTE requirements, all university employment requirements, and all departmental policies and procedures. Your salary will not begin until you have secured CTE certification and attended the departmental seminar of all Graduate Assistants (GAT, GANT, and GAR). This seminar is mandatory and it is expected that you attend and participate as part of your roles and responsibilities. Your employment is based on university hours, Monday through Friday, from the beginning until the end of the semester on the university staff calendar. Your faculty mentor will assign specific times and tasks.

Graduate Assistant Teaching (GAT) will be assigned a faculty mentor. Your syllabus must be sent electronically to your faculty mentor by August 15 for the Fall semester and January 15 for the Spring semester. Minimum syllabus requirements:
http://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf

It will be your responsibility to contact your mentor and schedule at least two observations; one prior to midterm. The mentor will complete an evaluation and provide feedback following the scheduled observation. You must register your course for both midterm and final evaluations

using the PICA system pica.tamu.edu. You are responsible for sending the statistical data and feedback from students to your assigned mentor within one week of receiving the results.

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

1. **The university requires that all GANTs and GARs receive an evaluation by the supervising professor.** That is, graduate assistants for large classes as well as graduate assistants for research will be evaluated by the supervising professor. Your response to this evaluation is required.
2. Graduate Assistant Teaching (GAT) - You will be assigned a faculty mentor that may or

may not be the same as the temporary advisor.

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

Syllabus and Attendance Certification
GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research for those having any contact with Pre-K through 12 students) students must complete the Center for Teaching Excellence (CTE) certification. CTE is a one-time certification. International students must also secure English Language Proficiency certification (see below). GAT/GANT/GAR salaries will not begin until you have secured CTE certification and ELP certification (international) and attended a meeting of all Graduate Assistants (GAT, GANT, and GAR). This seminar is mandatory and it is expected that assistants attend and participate as part of their roles and responsibilities. For Graduate Assistants who will be teaching a class as a GAT, their syllabus must be sent electronically to their faculty mentor. Your employment is based on university hours, Monday through Friday, from the beginning until the end of the semester on the university staff calendar. The faculty mentor will assign specific times and tasks.

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

Guidelines for International Alternate Work Location (IAWL) for Graduate Assistants
Texas A&M recognizes that international mobility is paramount to the conduct of business and therefore, it is important to provide flexibility to employees that may need to work remotely from abroad to satisfy a critical business need resulting from their employment responsibilities.

IAWL Related SAP approved November 2023

IAWL Request Form for Faculty, Staff, and Graduate Assistants

Grading Restrictions for GATs

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

Minimum Syllabus Requirements
A checklist of minimum syllabus requirements for courses taught at TAMU can be found online:

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

HR Department
Upon arrival to campus, graduate assistants must complete initial employment forms in both the EPSY administrative offices in room number 704 and in the Dean's Office in room 803 Harrington Tower.

Office Key, Copier Code, and Weekend Access
The EPSY administrative office in room number 704 will gladly assist you in obtaining these resources. Please schedule an appointment with Cathy Watson cwatson@tamu.edu to obtain these items.

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

Residence Requirements

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

Distance Education Restrictions

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

Course Time Limit

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

99-Hour Cap on Doctoral Degrees

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

Student's Advisory Committee

A graduate student at Texas A&M University benefits from the guidance and expertise of faculty members who agree to serve on their graduate advisory committee. The students' committee approves courses, thesis and dissertation proposals, conducts preliminary written and oral examinations for doctoral students, and administers the final examination required for all degrees. It is the student's responsibility to form an advisory committee, in consultation with their selected chair. This is done by completing a degree plan, that is signed by the faculty members who agree to serve on the advisory committee.

Students in the Ph.D. program must select their chair and/or co-chair, form their advisory committees, and file their degree plans before the end of their fourth regular semester in residence, excluding summer semester. Registration for future semesters is blocked until the degree plan is on file. Doctoral advisory committees will consist of no fewer than four members of the graduate faculty. The student's chair must be a full-time member of the department and program area, and at least one or more of the members must be from a department other than the student's major department.

After receiving admission to graduate studies and enrolling, the student will consult with the assigned faculty advisor concerning coursework and registration. The assigned faculty advisor may or may not serve as the chair or co-chair of the student's dissertation committee.

Before the completion of 36 hours, a student should have met, consulted with, and chosen a faculty chairperson for his/her dissertation. The chair, in consultation with the student, will select the remainder of the advisory committee. Only graduate faculty members located on the campuses at College Station, Galveston, Texas A&M University-Temple Campus or Institute of Biosciences and Technology-Houston may serve as chair of a student's advisory committee. Other Texas A&M University graduate faculty members, including the Texas A&M University System graduate faculty, may serve as co-chair with an individual located at College Station, Houston, Temple, or Galveston.

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

include guidance on the approved courses for the proposed degree plan, the research proposal, the preliminary examination, the dissertation format, and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Graduate and Professional School.

Doctoral Portfolio (Electronic Format)

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

Purpose

This annual review allows faculty to 'keep track' of how their doctoral students are moving along their academic work. It allows faculty to assess, for instance, what courses the student has taken, what grades the student has achieved, and whether the student has completed all university requirements for the doctoral degree (PhD). In addition to allowing faculty to have access to their students' data, the new electronic format for the annual review will allow doctoral students to develop an electronic portfolio of their work: a place where they can upload papers, presentations, list their conference presentations, memberships in professional organizations, and research interests.

Procedures

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

1. Doctoral students feed appropriate information regarding their academic 'products', into

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

Degree Plan

The student's advisory committee will evaluate the student's previous education and degree

objectives. The committee, in consultation with the student, will develop a proposed degree plan and outline a research problem that, when completed, as indicated by the dissertation, will constitute the basic requirements for the degree. **The degree plan must be filed with the Graduate and Professional School during the semester in which the student is enrolled in the 36th hour, and no later than 90 days prior to the preliminary examination.**

A graduate student must file a degree plan that includes those courses to be applied toward a particular degree and formally establishes the advisory committee. Courses previously used for another degree are not acceptable for degree plan credit.

Lower division undergraduate coursework (100- and 200-level) may not be used for credit toward a graduate degree. **Coursework applied to a previous degree may not be used toward a graduate degree. Coursework may not be used to satisfy requirements for more than one degree**. Additional coursework may be added to the approved degree plan by the student's advisory committee if such additional coursework is needed to correct deficiencies in the student's academic preparation. Specific details and requirements for each degree program may be obtained from the student's academic department or the specific degree program requirements provided in the catalog. No changes can be made to the degree plan once the student's Request for Final Examination or Request for Final Examination Exemption is approved by the School of Graduate and Professional Studies.

Changes in the approved degree plan may be made by petition to the School of Graduate and Professional Studies. A student should submit the degree plan and petitions using the online Document Processing Submission System located on the website at https://ogsdpss.tamu.edu. Courses listed on the degree plan are subject to degree program time limits. Please refer to the Time Limits section in each degree program section in which the student is presently enrolled.

Transfer of Credit for Doctoral Degrees

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

Coursework **that no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit.** Credit for coursework submitted for transfer from any School or university must be shown in semester credit hours, or equated to semester credit hours. Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Graduate and Professional School. Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university that transfer courses are taken must be sent directly to the Office of Admissions. **The Graduate Committee of EPSY will review and approve all requests for transfer credits.**

Petitions

Graduate students may use petitions to:

1. request a change of major, degree or department;
2. request changes to the coursework or committee membership as established by the degree plan;
3. request a leave of absence;

4. request extensions to time limits; or
5. request exceptions to published rules.

Each petition will be considered on its own merit by the Associate Provost for Graduate and Professional Studies. The student should make such requests by submitting either a Major, Degree, or Department petition (MDD) or a Long Form petition. Petitions are submitted through the Document Processing Submission System (DPSS) at https://ogsdpss.tamu.edu/. The petition will be routed for the required approval by the members of the student's advisory committee, if

appointed, and the department head, or his or her designee (or chair of the intercollegiate faculty, if appropriate). Students are able to log in to the site to check on the progress of the petition's approval.

EPSY Doctoral Program with an Emphasis in Special Education

A program of study is a cumulative list of the coursework, credit-bearing tasks, and competencies that a student will complete to earn a degree. Students must file a Program of Study during the semester that they accumulate 36 credit hours. To complete this task, a student should (a) establish a program advisory committee, (b) work with his/her advisor to prepare a draft program of study, and (c) hold a committee meeting to present the draft and solicit revisions/feedback. (See Appendix B for the Program of Study Requirements Checklist.)

Preparation: Prior to meeting with the Program Committee, students should work closely with their advisors to draft a proposed list of courses and experiences that, in total, will advance their career goals. Written information should be prepared to maximize the efficiency and effectiveness of the meeting and allow members to readily identify areas in which the student wishes to develop expertise. In addition to articulating goals/areas of expertise, meeting materials should include a concise summary of the coursework already taken, along with a draft of additional courses a student proposes to take. Many students summarize this information in two ways. First, information may be clustered by subject area to demonstrate how a series of courses and competencies will cumulatively lead to expertise in a given area. Second, it is helpful to also organize the same information in timeline format, perhaps by semester.

Meeting: After working with an advisor to prepare a draft, students should organize a meeting of all committee members to review the proposed program of study and solicit input for the official university degree plan (see below) that will be filed.

Official University Degree Plan: All graduate students are required to file an official degree plan with OGS. The degree plan process is currently completed online. Once the student and advisor are satisfied that all feedback from the student's Program Committee meeting has been incorporated, the student enters the agreed upon sequence of courses and credit-bearing tasks online. Once entered, the document will be reviewed by the department's senior academic advisor who will check to ensure that it meets all TAMU requirements. The plan is then routed electronically to each Program Committee member for approval. Once the Official University degree plan has been approved and filed, any subsequent changes in courses or committee may be made by filing a "petition" which outlines the changes with supporting reasons and is submitted to the Office of Graduate Studies. Information about submitting a program plan online can be found at:

http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Forms%20and%20Information/Degree-Plan-Fact-Sheet.pdf.

Core Competencies

In addition to completing coursework requirements, doctoral students in the Special Education emphasis area must meet four core competency requirements in the areas of college teaching, grant writing, ongoing collaborative research, and pre-dissertation research (Appendices B & C). These requirements are designed to prepare graduates to be competent and competitive for positions in higher education. Although optional, it is strongly recommended that doctoral students complete a fifth core competency in the area of supervision. All core competencies must be met prior to dissertation defense.

First Semester Courses

A student should consult with his/her advisor to determine first semester (as well as subsequent semester) schedules. Students should register for a minimum of nine (9) credit hours each academic semester (i.e., fall and spring) to ensure full-time status. Priority should be given to required courses that function as prerequisites for program requirements. Elective courses should also be selected in conference with the advisor and, once established, Program Committee. For example, during the first fall semester students should register for the first SPED doctoral seminar (i.e., SPED 618), begin their required statistics sequence (e.g., EPSY 640), and enroll in a course aligned with their area of specialization. Students should refer to the EPSY Doctoral Program with an emphasis in Special Education **Special Education Emphasis Area Requirements Checklist** (Appendix B)

Additional Program Planning Suggestions

- Develop an overall plan detailing the semester-by-semester sequence of courses to be taken. Flexibility is necessary as some change in the pattern of course offerings is likely.
- Prerequisite courses should be scheduled early in the program.
- Contact and meet with the faculty advisor prior to registration each semester

First Year Communication Competency

First year doctoral students will be required to demonstrate communication competence by engaging in an oral presentation during either SPED 618 or SPED 624. If, for some reason, those courses are not offered in their first year the doctoral chair will identify an alternative course for this competency to be demonstrated (e.g. EPSY 660 Single Case Design). Below is the rubric for this competency:

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Clarity and Coherence	Speech is exceptionally clear, well-organized, and logically sequenced; ideas are articulated with precision.	Speech is mostly clear and organized; ideas are generally logical with minor lapses in coherence.	Speech is somewhat clear, but organization is inconsistent; ideas may be difficult to follow at times.	Speech lacks clarity and organization; ideas are confusing or disjointed.
Content and Relevance	Content is highly relevant, accurate, and thoroughly covers the topic; demonstrates deep understanding.	Content is relevant and accurate; covers the topic well with a good understanding.	Content is somewhat relevant but may lack depth or accuracy; understanding of the topic is partial.	Content is mostly irrelevant or inaccurate; shows poor understanding of the topic.
Engagement and Delivery	Speaker engages the audience effectively through dynamic delivery, eye contact, and enthusiastic presentation; uses gestures and voice modulation effectively.	Speaker engages the audience well with good eye contact and a generally enthusiastic delivery; uses some gestures and voice modulation.	Speaker engages the audience minimally; eye contact, gestures, and voice modulation are limited.	Speaker fails to engage the audience; lacks eye contact, gestures, and effective voice modulation.
Language and Diction	Uses language and diction with precision; vocabulary is appropriate and enhances understanding.	Uses language and diction effectively; vocabulary is appropriate with minor lapses in precision.	Language and diction are occasionally inappropriate or unclear; vocabulary may be limited.	Language and diction are inappropriate or unclear; vocabulary is often inadequate for the topic.
Visual Aids	Visual aids are highly effective, well-designed, and enhance the presentation; integrates them seamlessly.	Visual aids are effective and generally well-designed; supports the presentation adequately.	Visual aids are somewhat effective but may be poorly designed or only partially supportive.	Visual aids are ineffective or absent; do not support the presentation well.

Timing and Pace	Presentation is well-timed with a smooth pace; fits within allotted time with no rushing or dragging	Presentation is mostly well-timed; pace is generally smooth with minor issues in timing.	Presentation has noticeable timing issues; may rush or drag at times.	Presentation is poorly timed; either significantly rushed or dragged, affecting overall effectiveness.
Response to Questions	Responds to questions with depth and clarity; answers are well-informed and enhance the presentation.	Responds to questions effectively; answers are clear and mostly informed.	Responds to questions with some difficulty; answers may lack clarity or depth.	Struggles to respond to questions; answers are often unclear or incomplete.

Scoring

- **28-32 Points:** Excellent
- **21-27 Points:** Good
- **14-20 Points:** Fair
- **7-13 Points:** Needs Improvement

Preliminary Examination for Doctoral Students

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

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

Preliminary Examination Format

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

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

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

The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the examination committee.

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

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

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

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

Preliminary Examination Policy

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

Preliminary Examination Scheduling

Prior to commencing any component of the preliminary examination, a departmental representative or the advisory committee chair will review the eligibility criteria with the student, using the Preliminary Examination Checklist to ensure the student is eligible for the preliminary examination. The following list of eligibility requirements applies.

1. Student is registered at Texas A&M University for a minimum of one semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters, then the student must be registered for the term immediately preceding the examination.
2. An approved degree plan is on file with the Graduate and Professional School prior to commencing the first component of the examination.

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

Preliminary Examination in Special Education

Prior to initiating and scheduling a preliminary examination, the student and his or her chair will review TAMU's **Preliminary Examination Checklist** (Appendix D) to ensure that the student has met all eligibility criteria for the examination.

Sample Preliminary Examination Study Guides (Appendix E) have been developed for many content and specialization areas. These guides are intended to provide examples of potential questions and should not be considered exhaustive. Program Committee members will develop and finalize all written and oral preliminary exam questions

Report of Preliminary Examination

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

The Report of the Preliminary Examination form must be submitted with original signatures of the approved examination committee members. If an approved examination committee member substitution (one only) has been made, that signature must also be included, in place of the committee member, on the form submitted to the Graduate and Professional School. The original signature of the department head is also required on the form. After passing the required preliminary examination for the doctoral degree, the student must complete the final examination for the degree within four calendar years.
Otherwise, the student will be required to repeat the preliminary examination.

Retake of Failed Preliminary Examination

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

Research Proposal

All doctoral degrees require a research proposal. The proposal must be approved by the advisory committee and the head of the major department. This proposal must be submitted to the Graduate and Professional School at least 20 working days prior to the submission of the request for the final examination. All research proposals are routed to the Office of Research Compliance and Biosafety for review and approval by the Graduate and Professional School prior to final approval. Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research

Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website http://rcb.tamu.edu.

Admission to Candidacy

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

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

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

Final Examination for Doctoral Students

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

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

The request to hold and announce the final examination must be submitted to the EPSY Graduate Advising Office **a minimum of 15 working days in advance** of the scheduled date. This will allow the advising office time to review the student's degree evaluation and notify the student of any deficiencies, if applicable. Any changes to the degree plan must be approved by the Graduate and Professional School prior to the submission of the request for final examination. To reserve a room for the dissertation defense, the student must contact the EPSY main office. They will then complete the Request and Announcement of Final Exam form located on the GPS website.

The student's advisory committee will conduct this examination. **The final examination is not to be administered until the dissertation is available in substantially final form to the student's advisory committee, and all concerned have had adequate time to review the document.** Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one

dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

Report of Final Examination

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

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

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

Dissertation

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

Pre-Defense Publication of Dissertation Material

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

Use of Classified and Proprietary Information in Dissertation

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

Letter of Completion

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

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

PhD Graduation Rubric

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

Student Name:	Doctoral Student Evaluation
Student UIN:	
Dept/Major: Graduation	

DOMAIN	BELOW EXPECTATIONS	MEETS EXPECTATIONS	ABOVE EXPECTATIONS
Mastery of Degree Requirements Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks the understanding of the foundational concepts, principles, and theories in the field; unable to synthesize material across courses or experiences.	Able to sufficiently articulate the foundational concepts, principles, and theories in the discipline; able to synthesize subject matter across courses and experiences.	Effectively articulates theories, concepts, and principles germane to the discipline; exceptional ability to synthesize material across courses and experiences.
Teaching / Field Experience Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks experience and expertise in teaching or field experiences; is unable to explain the subject matter in the discipline.	Has appropriate teaching or field experience; is able to explain the subject matter in the discipline.	Has varied teaching or field experiences; has developed advanced pedagogical skills necessary to effectively explain the subject matter in the discipline.
Reasoned Arguments Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Relies on own point of view or a single perspective to develop arguments; unable to integrate information; lacks ability to develop critical arguments.	Uses a variety of sources to evaluate multiple points of view; analyzes and integrates information to conduct critical, reasoned arguments.	Synthesizes in-depth information from relevant sources; organizes and synthesizes evidence into meaningful patterns; states conclusions that are logical extrapolations from the inquiry.

Communication Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: __	Demonstrates marginal written and oral communication skills.	Communicates well in both written and verbal forms.	Demonstrates high level of competency in both verbal and written communications.
Technology Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: __	Lacks skills in using suitable technologies to communicate, collaborate, conduct research, and solve problems.	Demonstrates the ability to use appropriate technologies to achieve a variety of tasks, including communicating, collaborating with others, conducting research, and solving problems.	Is proficient in using technologies to communicate with others, collaborate, conduct research, and solve problems.
Research Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Unable to develop research plans or conduct research suitable for the discipline.	Is able to develop a research plan and conduct institutionally appropriate research.	Is proficient in developing clear research plans and conducting valid, theoretically consistent, and institutionally appropriate research
Ethics Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize ethical issues when issues are present in complex, multilayered context OR can grasp cross-relationships among the issues.	Student can recognize ethical issues when issues represent in complex, multilayered context AND can grasp cross-relationships among the issues.

A graduate degree is conferred at the close of each regular semester and 10-week summer semester. A candidate for an advanced degree who expects to

complete his/her work at the
end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee to Student Business Services no later than the Friday of the fifth week of the fall or spring semester or the Friday of the first week of the second summer term. **The electronic application can be accessed via the Howdy portal. A cancellation made after the application deadline will not result in a refund of the diploma fee. Graduate degree candidates who have completed all degree requirements will not be allowed to cancel their graduation application without approval from the Graduate and Professional School.** A student should check the website of the Office of the Registrar at http://graduation.tamu.edu to determine the date and time of his/her graduation ceremony.

APPENDIX A
Special Education Division Faculty

Faculty Member	Contact Information	Interest Areas
Bowman-Perrott, Lisa Associate Professor	lbperrott@tamu.edu Harrington Tower	Academic and behavioral interventions for students with and at-risk for emotional and behavioral disorders, meta-analysis of single-case research, positive behavioral interventions and supports, outcomes for English language learners
Chang, Wen-Hsuan Assistant Professor	wenhsuan.chang@tamu.edu 637D Harrington Tower	Secondary transition for youth with disabilities, family supports, evidence-based practices, predictors of postschool success, racial disparity
Fogarty, Melissa Clinical Associate Professor	melissafogarty@tamu.edu 701F Harrington Tower	Integrated, comprehension reading and vocabulary interventions for at-risk elementary and secondary students
Erbeli, Florina Associate Professor	erbeli@tamu.edu 707 Harrington Tower	Dyslexia and other forms of reading disabilities, typical and atypical reading development, predictive factors of reading achievement, individual differences in reading ability and disability.
Montague, Marcia Clinical Associate Professor	mmontague@tamu.edu 603 Harrington Tower	Classroom management, equity in access to education; interventions for at-risk students, first-generation, and low-income college students; interventions for students with low-incidence disabilities; special education teacher preparation and professional development; transition to post-secondary education; disability and disaster
Nagro, Sarah Associate Professor		Her research focuses on determining how to help teacher candidates and novice teachers find success when educating students with disabilities in inclusive classrooms with the goal of retaining high quality professionals.
Schmid, Kelly Assoc. Director, Special Education Field	kschmid@tamu.edu 701D Harrington Tower	Pre-service teacher preparation, effective pre-service teacher supervision practices

Placement		

Special Education Division Faculty (continued)

Faculty Member	Contact Information	Interest Areas
Thompson, Julie Associate Professor	jlthompson@tamu.edu 201B Charlotte Sharp Children's Center	Teaching academic and language skills to ethnically and linguistically diverse children with profound autism and other intellectual disabilities at home and in public school settings both through directly examining effectiveness of instructional procedures and curriculum as well as training parents and practitioners
Watkins, Laci Associate Professor	lbwatkins@tamu.edu 201M Charlotte Sharp Children's Center	strategies to support the inclusion of autistic students in schools and communities, peer-mediated interventions and social interaction, examining the social validity of behavioral interventions, improving teacher implementation of evidence-based practices in authentic educational settings, and statistical analysis of single case experimental design research
Whiteside, Erinn Clinical Assistant Professor	erinnwhiteside@tamu.edu 713A Harrington Tower	Effective teaching practices for students with ASD and/or intellectual disability, small-group instruction, pre-service teacher preparation, interventions for students who engage in severe problem behavior
Zhang, Dalun Professor and Associate Dean for Faculty Affairs	dalun@tamu.edu 637C Harrington Tower	Transition education and services for individuals with disabilities, self-determination, higher education for people with developmental disabilities

APPENDIX B

Ph.D. in Educational Psychology
Special Education
Emphasis Area Program of Study Requirements

Semester	*Grade*	**REQUIRED CORE SPED COURSES** (*Required:* 18 credits)	
_____	_____	SPED 603 Foundations of Special Education	
_____	_____	SPED 618 Preparation for the Professoriate in Special Education and Allied Fields	
_____	_____	SPED 624 Professional Development in Research	
_____	_____	SPED 612 Special Education Law & Policy	
_____	_____	SPED 689 Special Topics Seminar 1: Topic Area _____	
_____	_____	SPED 689 Special Topics Seminar 2: Topic Area _____	
Semester	***Grade***	**CORE STATISTICS/RESEARCH DESIGN COURSES** (*Required:* 15 credits ***beyond*** *EPSY 635 & 636*)	***Total Credits:*** _____
_____	_____	**Foundation**	*Foundation coursework strongly recommended and can count as additional coursework requirements below.* *Additional statistics/research coursework may count as Related Area Coursework (in the next section).*
_____	_____	EPSY 635 Educational Statistics	
_____	_____	EPSY 636 Techniques of Research	
_____	_____	**Required**	
_____	_____	EPSY 640 Experimental Design in Ed I	
_____	_____	EPSY 641 Experimental Design in Ed II	
_____	_____	EPSY 660 Single Case Experimental Design Research Methodology	***other advanced research course with committee approval*** *Advanced statistics/research coursework from other departments may fulfill these course requirements.*
_____	_____	EPSY XXX _____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
Semester	***Grade***	**ADDITIONAL COURSEWORK / SPECIALIZATIONS** (*Minimum requirement:12* credits)	***Total Credits:*** _____
_____	_____	_____	*Courses within & outside of SPED may be taken. Students **may not** apply credits earned for core competencies toward the 12 credit minimum requirement for SPED and related area coursework. Students who take more than 15 credits of core statistics/design coursework may count those*
_____	_____	_____	
_____	_____	_____	

(Note: Your chair will advise you on course registration each semester.)[*Continued*]

Special Education Emphasis Area Requirements Checklist

Semester Completed and Faculty who Approved		**CORE COMPETENCIES** (*Variable:* Approximately 15 credits)	***Total Credits: _____***
_____		*Required:* **Ongoing Collaborative Research Participation** *May require final written products.* (Students who are not being paid to participate with a research project may register for 1-3 credits of EPSY 691 per semester.)	***Students may earn more or less than 15 credits toward fulfilling these competencies.*** *Those earning less than 15 credits may take additional coursework (if needed) to ensure a minimum total of 75 credits required to earn a doctorate.* *Credits earned for work toward core competencies may not be used to replace coursework in other required areas (i.e., SPED core courses, core statistics/design courses, SPED-related area specialization coursework, or dissertation hours).*
_____		*Required:* **Pre-Dissertation Research Project** *Requires final written product suitable for publication.* (Students may register for 3-6 credits of EPSY 691.)	
_____		*Required:* **Collaborative Grant Writing** *Requires final documentation & faculty verification signatures.* (Student may register for 0-3 cr. of SPED 683.)	
_____		*Required:* **College Teaching** *Typically, two semester sequence requiring faculty verification signatures.* (Students who are not being paid as a GA to assist with the course may register for 3-6 credits of SPED 683.)	
_____		*Highly recommended:* **Field Supervision** *Typically, one or two semesters requiring faculty verification signatures.* (Students who are not being paid to supervise may register for up to 3 credits of SPED 683.)	
Semester	***Grade***	**DISSERTATION RESEARCH** (*Minimum requirement:* 12 credits)	***Total Credits: _____***
_____	_____	EPSY 691 Dissertation Research	
_____	_____		
_____	_____		

Notes: *The SPED Emphasis Program requires a minimum of 75 credits beyond a master's degree to earn a Ph.D. (The minimum is 96 credits for those without a Master's degree.)*

APPENDIX C

EPSY Doctoral Program - Special Education Emphasis

College Teaching Competency

The Special Education *College Teaching Competency* is designed to prepare doctoral students to independently teach an undergraduate special education course. The guidelines below were established to ensure adequate experiences/requirements across doctoral students.

Course Levels: Doctoral Students can typically complete the college teaching practicum requirement in two semesters. Students should register for 3 credits of *SPED 683: Practicum in College Teaching* during each semester of college teaching. Exception: Students who have a paid assistantship associated with a course **in which they secure permission** to complete their *College Teaching Competency* should work with their advisor and the instructor to ensure that college credit is not awarded for hours of work the student is paid to perform.

During the first semester, the doctoral student will attend all class meetings and work closely with the SPED faculty instructor to become fluent with course content, assignments, and corresponding teaching and evaluation procedures. The student and SPED faculty instructor will also identify opportunities for the student to prepare and teach during a portion of some of the class meetings during that initial semester of college teaching.

During the second semester(s) of the College Teaching Competency, the doctoral student assumes more responsibility for independently teaching the majority of class meetings and managing all aspects of the course while the SPED faculty instructor provides support and formative feedback while remaining the official instructor of record. In rare situations where a doctoral student has advanced expertise and teaching experience within a particular area, the *College Teaching Competency* may be met within a graduate-level course (master's level) that is closely co-taught with a SPED faculty member. (There are mentorship requirements and course responsibilities that the faculty member will carefully adhere to.) Fulfillment of the college teaching competency via a graduate level course requires recommendation from the student's advisor, special permission from the SPED Program Faculty, and approval by the EPSY Department. The student's advisor (rather than the student) must initiate and secure all levels of permission for a doctoral student to engage in college teaching associated with a master's level course.

Preparation: Experience/familiarity with instructional content/methods does not equal preparedness to teach that information at the college level. Before co-teaching a college course, a doctoral student must be thoroughly familiar with course content, university rules and regulations, and professor expectations. This typically occurs prior to the second college teaching semester during the initial semester when a student attends all class sessions and incrementally participates in the instruction. During that initial semester doctoral student will also work closely with the faculty instructor to learn the use of evaluation rubrics and other assessment tasks.

Professor Role: The course professor of record remains responsible for the syllabus and course content, quality of instruction, and grade assignments during all semesters of college teaching practicum. The doctoral practicum student assists the professor with all aspects of the course, including planning, instructing, evaluating, and planning revisions for the future.

The doctoral student will likely be asked to summarize/synthesize his/her co-teaching experience during either or both semesters, which may include documentation of materials developed/course material taught, a critique of the course content, a self-evaluation of instructional skills, and suggestions for course improvement or modification.

Center for Teaching Excellence:
The Center for Teaching Excellence (CTE) offers several trainings and workshops designed specifically for graduate students. Doctoral students are strongly encouraged to work with their advisor to determine which workshops would be of most value and to visit the CTE website to obtain a schedule of the workshops offered each semester. https://cte.tamu.edu/Graduate-Student-Support

Summary of Requirements
Note: The student's faculty mentor will have more detailed evaluation forms for documenting progress and successful completion.

Initial Semesters
- **Attend *all* class sessions**.
- Work with the course professor during the preparation/review of all course requirements, assignments, and syllabus.
- Under the mentorship of the course professor, participate in all aspects of student evaluation and use of corresponding grading rubrics.
- At the course professor's discretion, a doctoral student may co-teach some portions of a few specified class meetings. However, in preparation for the independent teaching requirements during the second semester of college teaching, a primary purpose of the first semester is for the student to become fully familiar with existing class content and observe the professor's teaching techniques.

Final Semester
- Assist with syllabus preparation or help revise syllabus for subsequent class.
- Participate in selection or evaluation/review of the course text and other assigned reading materials (e.g., articles, websites, etc.)
- **Attend *all* class sessions.**
- Take primary responsibility for a *minimum* of 10 hours of in-class instruction. The faculty mentor (i.e., instructor of record) will co-plan, supervise, and provide feedback on all class lectures, activities, assignments, and evaluation activities.
- Play a substantial role in preparing, scoring/marking all course assignments and examinations, and in-class activities. Maintain a data-base of student attendance and grades, and work with the faculty professor of record to calculate final course grades. (Note: The course professor of record remains responsible for ultimate assignment of student grades.)

Note: Modifications or adaptations of these requirements may be made by a student's advisor/committee chair for an individual student who has already demonstrated competence in independently teaching college-level courses.

EPSY Doctoral Program - Special Education Emphasis
Grant Writing Competency

The purpose of the *Grant Writing Competency* is to provide doctoral students with experiences that increase their post-graduation success in securing extramural funding. Under the active mentorship of faculty members, the student will closely observe and actively participate in components of proposal development including: (a) statements of need, (b) statements of capacity, (c) literature review, (d) demographic and program/university descriptions, (e) plan of operation, (f) goals, objectives and activities, (g) technical methods/design, (h) timeline, (i) budget justification, (j) work load calculations and chart, and (k) evaluation plan.

There are two options for meeting the SPED emphasis area's grant writing competency. Students should work with their program advisor to determine the most appropriate option for their individual circumstances.

Option 1: Under the supervision of a faculty member, the student prepares a grant proposal to fund a pre-dissertation or dissertation research project. To fulfill the Grant Writing Competency, the required components of the specific grant application must allow a student to demonstrate experience across each grant component listed for this competency. A faculty member signs off on each completed competency. *This option requires the identification of an appropriate funding source and the advanced consent of a faculty member to mentor and supervise the student.* Students must enroll *SPED 683: Practicum in Grant Writing* and should consider that it may take more than one semester to prepare and submit the actual grant proposal.

Option 2: The student works with his/her program advisor to develop a planned series of grant writing experiences routed through one or more faculty members with demonstrated grant writing skills. Once completed, those cumulative experiences fulfill the SPED emphasis area's Grant Writing Competency. Depending on the extent of work required, the student may need to register for 1-3 credit hours of *SPED 683: Practicum in Grant Writing* with the professors who provide those experiences. *Option 2* need not be accomplished via a single grant submission. In fact, many Requests for Proposals (RFAs) have swift deadlines that diminish the likelihood that a faculty member (and/or doctoral student) would have adequate time to sufficiently engage the student in all aspects of grant preparation during a single submission. A more likely scenario is the student's participation with multiple faculty members over time on pre-specified components of each professor's grant submission. *Option 2* affords the student opportunities for substantial participation on pre-specified aspects of preparing and submitting one or more major grant proposals.

Option 3: Take a grant writing class.

Log of Grant Writing Competency Experiences

Student's name: _____
Year in the doc program: _____
Faculty name: _____
Date: _____

Special Education Doctoral Student Grant Writing Evaluation

(Note: Data reflect the evaluation of doctoral students who had the opportunity to participate in grant writing activities during this evaluation period.)

Overall	**BELOW EXPECTATIONS**	**MEETS EXPECTATIONS**	**ABOVE EXPECTATIONS**	**Not observable**
Collaborative Grant Writing Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks familiarity with structure of an RFA, needs significant support to collaboratively write a section or a proposal.	Is familiar with the structure of an RFA, is able to assist in collaboratively writing sections of a proposal.	Is proficient in reviewing RFAs including evaluation criteria; demonstrates high level of competency in collaboratively writing sections of a proposal.	
Specific Tasks				
Conduct a review of the literature				
Assist with the writing of the proposal (e.g., significance section, overview of the proposed intervention)				
Assist with writing the budget				
Assist with organizing proposal addendums (e.g., letters of support, syllabi, key personnel vitas)				
Assist with the development of graphics and visuals for the proposal				
Provide recommended revisions and edits				

EPSY Doctoral Program - Special Education Emphasis

Ongoing Collaborative Research Participation

This competency expectation is designed to provide doctoral students with an extensive, collaborative research experiences during their doctoral programming. To fulfill this requirement, a student should have ongoing, continuous involvement with a supervising faculty member's research project. Variable research credits may be earned during any semester. One credit hour might be more appropriate during semesters that participation is minimal (e.g., approximately 3 hours per week), and 3 credit hours (e.g., approximately 9 hours per week) reflects a preferred level of involvement and benefit to the student.

Students should discuss the appropriate number of credit hours and types of activities with their advisor *and* supervising research faculty member (who may or may not be the same person). Semesters during which a student serves as a paid graduate assistant on a research grant may provide the opportunity to fulfill the expectations of collaborative research participation in lieu of registration for variable credit hours. This is not a certainty, and should be discussed with the research faculty member in advance.

Important Note: Students with a paid research assistantship should consult with their faculty employer to determine whether the parameters of the assistantship are sufficient to fulfill the collaborative research expectation. If that is the case and the faculty member agrees, a student may fulfill his/her commitments for *Ongoing Collaborative Research Participation* within the context of the assistantship (rather than registering for credits).

Student should work with their employer to ensure that the college credit is not taken/received for hours of work the student is paid to perform.

A minimum of three semesters of involvement with a faculty research project is expected prior to dissertation. The specific tasks to be accomplished should be identified apriori with the faculty researcher so that expectations for successful completion of each semester are clearly communicated. Student participation will depend upon those tasks that are available and/or needed, but a broad array of tasks/skills should be sought over time.

Some examples of collaborative research tasks are listed below. The list is not exhaustive. Nor is it a checklist. As students progress in the doctoral program, their level of involvement and complexity of research experiences should increase.

- Attend and participate in regular grant meetings
- Collect data at field sites
- Organize correspondence
- Recruit participants
- Assist in data entry and/or data management
- Create charts and graphs for analysis
- Review literature on behalf of the faculty or project
- Present at research team meetings
- Present or co-present research at conferences

Note: All students should keep a log of tasks and associated hours for each semester. These may be submitted as part of a student's annual evaluation.

Collaborative Research Participation Practicum/Experience Log

Semester:_____ Name of Research Project:___

Date(s)	Type of Activity/Task	# of Hours
	Total:	

_____Signature of Faculty Mentor denoting successful completion of tasks/credits: Please attach:

a. Copies of any products that you independently or collaboratively developed.
b. A brief narrative summary describing the scope of your research experiences related to this project for this semester.

Students should save their signed logs and attached products for annual review and their program meeting.

EPSY Doctoral Program - Special Education Emphasis

Pre-dissertation Research Project

This competency is designed to provide doctoral students the opportunity to engage in a student- led research project prior to dissertation. The student melds component research skills to plan, carry out, write up, and submit for conference presentation and/or publication. This competency may be completed within the context of a student-initiated project with faculty mentorship, or within the context of an ongoing research project led by faculty. In either case, the student should be leading a substantial number of the project's main components.

The list below is not exhaustive, and will not fit all student projects. Nor is it to be used as a checklist. The intent of this competency requirement is mindfulness of the broad scope of skills needed for successful research. Students will need mentoring from faculty in many or most of these component tasks.

- Document a problem and need in the field.
- Conceptualize and state the research question(s).
- Select or design instruments/data collection strategies, with attention to reliability, validity, and sensitivity to change.
- Determine sample size (whether single-case or group research) with adequate power to answer research questions.
- Obtain participants and ensure compliance with human subjects review.
- Plan and describe design, including its threats to conclusion validity.
- Train and ensure fidelity of implementation, and reliable measurement.
- Carry out data collection and treatment (when applicable).
- Conduct data analyses, determining effect sizes and chance-level findings.
- Select target conferences and publication outlet.
- Write-up results in APA format.
- Submit to conference and for peer-reviewed publication.
- Respond to editorial requests for revisions, when needed.

For all students, this pre-dissertation study competency should result in an APA formatted manuscript, and a letter of submission to a peer-reviewed journal. (In *rare* circumstances is the submission expectation may be waived, but the written product will be required.) Submission to a peer-reviewed national conference is also recommended. The supervising faculty member (typically, but not always, the student's chair) must sign off that the competency has been successfully completed.

EPSY Doctoral Program - Special Education Emphasis

Field Supervision Competency [OPTIONAL]

The purpose of the *Practicum in Field Supervision* is to prepare doctoral students to independently supervise Special Education preservice teachers in field practica, student teaching, and field-based internships. The required skills for the Field Supervision Competency are based on (a) the CEC (NCATE) knowledge and skills for university professional training programs, and (b) *Learner Centered Schools* Guidelines (adopted in 1994 by the Texas State Board of Education to undergird teacher evaluation). Achievement of this competency ensures that doctoral students meet both CEC/NCATE national standards and the more specific Texas state standards.

The SPED emphasis area's field supervision competency is met within the undergraduate Special Education teacher preparation program. This program is designed to provide undergraduates with cross-categorical

training in multiple settings (i.e., co-teaching, resource rooms, self-contained classrooms, etc.). Accordingly, the opportunity to complete this doctoral competency requires advanced arrangements with the SPED Undergraduate Certification Committee to determine the program's capacity for mentoring doctoral students during a given semester. Doctoral students work with their program advisor to identify a minimum of two semesters (in order of preference) that a student will be available to complete this competency. The Undergraduate Certification Coordinator determines the semester during which the doctoral student may work with the undergraduate program and identifies a SPED faculty member who will mentor the doctoral student and oversee his/her supervision activities. The doctoral student must register for 3 credits of *SPED 683: Practicum in Field Supervision* with the SPED faculty mentor during the semester in which he/she completes this competency.

As part of the Field Supervision Practicum, doctoral supervisors will attend a 2-credit hour seminar for undergraduate students. The seminar is designed to prepare undergraduates to (a) reflect upon schools as unique cultural settings and administrative structures, (b) understand the expectations and role limitations of student teachers, (c) become familiar with the Texas T-TESS assessment system, (d) discuss potential learning and behavior challenges they may encounter in schools. During this seminar, undergraduates also receive peer support for challenges. The doctoral supervisor participates incrementally as he/she is accepted and feels ready. The seminar is conducted by Texas A&M Clinical Faculty who are experienced special education teachers, teacher trainers, teacher supervisors, and licensed trainers of the Texas T-TESS teacher evaluation system.

The doctoral supervisor accompanies a SPED Faculty Supervisor for a series of observation visits, and then is assigned two or three undergraduates for which he/she serves as the primary supervisor. (Note the SPED Faculty member also functions as the doctoral student's faculty mentor and instructor of record for SPED 683: Practicum in Field Supervision). Through the seminar, the doctoral student can compare his/her own student teachers with those of the SPED Faculty mentor.

APPENDIX D

The **Preliminary Examination Checklist and Report** information can be found via the following link: https://grad.tamu.edu/knowledge-center/forms/preliminary-examination-checklist-and-report

Samples of the **Preliminary Examination Checklist** and **Report of the Preliminary Exam** forms can be found using the link below:

https://grad.tamu.edu/getmedia/df87bc61-5c13-4ff8-b8f3-70112abed576/Docusign-Preliminary-Examination-Checklist-and-Report-of-Examination(watermark).pdf

APPENDIX E

SPED Emphasis Area 1
Sample Preliminary Exam Study Guides

BASIC RESEARCH KNOWLEDGE

Design:
Internal Validity: What is **internal validity** of a research study or design; how it is different from **instrument validity**; what are some common major obstacles or challenges to **internal validity**, and how can they be addressed? Compare "large effect size" with "strong **internal validity**"—explain whether these expressions mean the same or not.
Power: What is **statistical power** of a research design; when is it used; how is it calculated? What essential ingredients are input for **power** calculations; what information is output from a **power test**? How is **statistical power** the same or different from internal validity?
Variable names: Describe for various statistical tests (e.g. Regression and ANOVA), the meaning of: a) Independent Variable, b) Dependent Variable, c) Criterion Variable, d) Predictor Variable.

Types/Levels of Data:

1. What are the **measurement levels** of data commonly found in Special Education and other educational research; what statistical tests should be used for each level?
2. What do the data-descriptive terms, "**Categorical,**" "**Numeric,**" **"Continuous"** mean?; Provide examples of each.
3. What levels of data are used in a two-way factorial ANOVA?

Statistical Tests:
For what purposes (or types of research questions) and with what types of data are the following statistical tests used: ***student t test, *ANOVA, *Chi-square, *Correlation, *Regression (OLS), *Kruskal-Wallis, *Wilcoxon/Mann-Whitney U, *Cramers V, *Logistic Regression, *Cohen's Kappa.**

ANOVA
Describe similarities and differences among: paired sample t test, correlated sample t test, factorial ANOVA, repeated measures (RM-) ANOVA.
What is the difference between ***Factorial** ANOVA, ***Repeated measures** ANOVA, and ***Mixed** ANOVA? What are sample IVs and DVs for each type?
What does **one-way**, vs **two-way** or **three-way** ANOVA mean?
What **unique information** is obtained from a 2-way or higher (**multi-way**) ANOVA that is not provided from a **one-way** ANOVA?
What does this unique information look like, and how does one interpret it?

SPED Emphasis Area 2

Sample Preliminary Exam Study Guides

What are: ***partial correlation** and ***ANCOVA**; what common purpose do they have; how are they the same and different?

Describe the relationship between ANOVA and Multiple Regression, in terms of theory, procedure, and output. What are the essential similarities and differences? Show understanding of the terms "GLM" and "OLS".

Parametric Assumptions: Describe three main assumptions which apply to most all parametric tests; describe how data are judged viz. meeting those assumptions. Describe the most reputable tests for these assumptions and how to interpret their output.

NonParametric: What are the ***ordinal** data and ***nominal** data **analogues** for the following interval level tests: a) Pearson r, b) student t-test, c) one-way ANOVA, d) multi-way ANOVA, d) RM-ANOVA, e) Pearson 'r'?

What is the difference between **partial** and **semi-partial correlation**, and when should each be used?

HLM: What is **Hierarchical Linear Modeling**, when should it be used, what analyses can it replace, and what benefits can it offer?

Effect Sizes:

- What is the difference between ***Statistical Significance** and ***Effect Size**, and how is each summarized from F tests, t-tests, and regression analyses?
- Describe two major **effect size families**, at least two member indices of each, and describe how each is calculated.
- Define a **Confidence Interval** around an effect size, what additional information it gives us, and how it is interpreted.
- What is the relationship between **hypothesis testing** and an **effect size with confidence interval**?
- What is the relationship between "overlapping confidence intervals" and hypothesis testing?

Measurement Reliability:

- What does instrument or **measurement reliability** mean, and how is it summarized?
- Describe **Cohen's Kappa**; describe its range and typical values; describe when is it used; how is it interpreted?
- Describe the following types of instrument reliability: ***internal consistency, *retest reliability, *alternate forms reliability**, and tell when each is most relevant.
- What is **classical test item analysis**? What data are required? What most important results are output?

SPED Emphasis Area 3

Sample Preliminary Exam Study Guides

- Describe what **Cronbach's Alpha** is used for and how it is interpreted.
- What is an "**attenuation effect**" related to measurement and testing.
- What are the main differences among "**standard error of measurement**", "**standard error of the mean**", and "**standard error of prediction or estimation**"? What main use does each have? What are the ingredients for calculating each?
- What are "**conditional standard errors of measurement**" and what advantages do they give?

Single Case Research:

- When is a **single case research design** especially appropriate and useful?
- Name at least five **Single Case Design types**, and what each is particularly useful for.
- Compare single case research and group research in **internal validity** and **external validity**.
- In single-case research, what defensible methods are available for summarizing change **between a baseline and intervention** phase?
- In single-case research, describe how **undesirable positive baseline trend may be controlled** in a comparison between baseline and intervention phases.
    - What are a "**raw slope coefficient**" and a "**standardized slope coefficient**" from time series data.

SPED Emphasis Area 4

Sample Preliminary Exam Study Guides

APPLIED BEHAVIOR ANALYSIS

This study guide is designed to assist you in preparing for the written preliminary exam in the area of applied behavior analysis. The guide is divided into two sections. The first section presents an overview of competencies in applied behavior analysis for doctoral students whose area of concentration is applied behavior analysis. These competency areas were identified based on the BACB Behavior Analyst Task List 5th Edition. Following each competency area, samples of the types of questions that may be on the written exam are provided. This study guide does not necessarily provide actual questions that might be on any specific examination. The second section presents resources to help you prepare for possible preliminary exam questions in ABA.

These resources are suggestions. It is your responsibility to locate sources from previous coursework or sources that you identify through independent study to help you prepare for the preliminary examination.

Overview of Competencies

In the Applied Behavior Analysis portion of the preliminary examination, you will be asked to demonstrate your knowledge and understanding of the following five areas:

1. Foundations, Definitions, and Concepts
    - Understand the philosophical assumptions and theories underlying behavior analysis
    - Understand and distinguish respondent conditioning and operant conditioning
    - Utilize the three-term contingency to explain and provide examples of the following:
        - Stimulus class, response class, reinforcement, punishment, establishing operations, and behavioral contingencies
    - Sample Questions
        - How are the dimensions of applied behavior analysis, according to Baer, Wolf, and Risley (1968), designed to guide the field of behavior analysis? What is the state of the field with respect to these dimensions?
        - Explain the following terms as they pertain to behavior analysis: determinism, empiricism, parsimony, experimental analysis, lawfulness of behavior

2. Ethics
    - Be familiar with the ethical and professional standards of the profession of applied behavior analysis
    - Identify assessment and intervention methods that are scientifically validated
    - Interpret articles from the behavior analytic literature
    - Sample Question
        - Explain how the risk-benefit ratio pertains to behavior analysis services. Specifically, how does the risk-benefit ratio guide practice and research in order to ensure that the dignity, health, and safety of students/clients/participants is preserved?

SPED Emphasis Area 5

Sample Preliminary Exam Study Guides

1. Assessment
    - Understand characteristics, protocols, and rationales for indirect assessments of challenging behavior and for functional analyses
    - Sample Questions
        - Distinguish between descriptive assessments and functional analyses. Provide a rationale for conducting each type of assessment? What are the risks associated with each?
        - Organize and interpret results from descriptive assessments as well as functional analyses.
2. Intervention
    - Understand how assessment results, consumer preferences, current repertoires, supporting environments, social validity, and available scientific evidence contribute to determining target outcomes for a consumer
    - Understand the importance of identifying contingencies that govern the behavior of those responsible for implementing the intervention as it pertains to intervention design
    - Have an understanding of a variety of antecedent interventions to alter behavior
    - Sample Questions
        - Develop a 5-page introduction to a grant proposal to seek funding for a behavioral intervention for students with developmental disabilities (or other type of disability as posed by your committee). The introduction should include: (a) the significance the problem/issue, (b) a summary of the current literature regarding this issue, and (c) research questions to be investigated.
        - Select one of the following interventions: (a) incidental teaching, (b) discrete trial training, (c) Skinner's analysis of verbal behavior, (d) establishing operation manipulations, or (e) augmentative and alternative communication (other topics to be approved by your chair/co-chair). For the intervention you select:
            - Describe and discuss extant research on this intervention with respect to individuals with developmental disabilities or behavior disorders and the acquisition, maintenance or generalization of skills.
            - Identify and discuss recommendations for policy, research, and practice that will lead to improved understanding or application of this intervention.
3. Data Collection and Experimental Analysis
    - Understand the four components of a behavioral objective and write a

measurable objective at each of the four phases of learning (acquisition, fluency, maintenance, and generalization)
- Collect data using a variety of recording procedures and measures
- Graph data using MS Excel (or this function within MS Word) or other graphing software
- Have knowledge of single-case designs and state how each design demonstrates experimental control
- Sample Questions

SPED Emphasis Area 6
Sample Preliminary Exam Study Guides

- Design a study to research a behavior change procedure that has an inadequate evidence base. Provide a rationale for your selection of this procedure, research question(s) your study will address, research design, and operationalized definitions of your independent and dependent variables. Explain how your study demonstrates experimental control. Be sure to explain how interobserver agreement and treatment fidelity data will be calculated.
- Graph the following raw data using a graphing software. Include all parts of the graph (e.g., data points, phase change lines, x- and y-axis, phase labels). Analyze the data using visual analysis and effect sizes. Discuss trend and level of the data.
- Evaluate the quality of a behavioral intervention study, including design selection, presence of functional relation, visual analysis, and effect size measures.

Organizational Notes for Written Exam
1. You will be asked to respond to up to three questions. You should be prepared to provide a complete answer to each question in no more than an 8-page double-spaced paper (12 pt. font, 1" margins), excluding tables, figures, and references. The paper must follow the APA style manual (7^{th} ed.).
2. Tables and figures may be used (as part of the page limit) to summarize and highlight information. Tables and figures can be single-spaced and use smaller font sizes as long as they are clearly legible (this is an acceptable deviation of APA style for purposes of the exam).
3. The quality and content or your writing will be evaluated. Please carefully edit and proofread your work before submitting final documents.

Oral Exam
In addition to successfully passing the written preliminary examination, you will be asked to complete an oral examination during which you may elaborate or clarify your written responses or address other questions posed by committee members. Through the combined written and oral examinations you should demonstrate your ability to:
1. Articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks for the field of applied behavior analysis.
2. Identify, discuss, and critically evaluate important national issues in applied behavior analysis.

3. Identify key researchers influencing the field of applied behavior analysis nationally, and their respective areas of research/scholarship.
4. Identify and describe your own emerging research interests such that they are grounded within a solid conceptual and empirical understanding of the field of applied behavior analysis, knowledge of current national issues facing the field, and knowledge of others currently conducting work that relates to your self-identified research interests.

SPED Emphasis Area 7

Sample Preliminary Exam Study Guides

Resources

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Baer, D., Wolf, M. W., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis, *Journal of Applied Behavior Analysis, 1,* 91-97.

Baily, J. S., & Burch. M. R. (2005). Ethics for Behavior Analysts, New York: Routledge Taylor and Francis Group.

Barlow, D. H., Nock, M. K., & Hersen, M. (2009). Single case experimental designs: Strategies for studying behavior change (3rd ed.). New York: Allyn & Bacon.

Catania, A. C. (2007). Learning (4th Interim ed.). Cornwall-on-Hudson, New York: Sloan Publishing.

Cooper J. O., Heron, T. E., Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197-209.

Luiselli, J. K. (2006). Antecedent Assessment and Intervention: Supporting Children and Adults with Developmental Disabilities in Community Settings. Baltimore, MD: Paul H. Brooks Publishing Co.

Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children, 67*(2), 173-186.

Scott, T. M., Anderson, C. M., & Spaulding, S. A. (2008). Strategies for developing and carrying out functional assessments and behavior intervention planning. *Preventing School Failure, 52*(3), 39-49.

Schwartz, I., & Baer, D. (1991). Social validity assessments: is current practice state of the art? *Journal of Applied Behavior Analysis, 24*, 189-204.

Sugai, G., et al. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions, 2*(3), 131-143.

Weiss, N. R., & Knoster, T. (2008). It may be nonaversive, but is it a positive approach? Relevant questions to ask throughout the process of behavioral assessment and intervention. *Journal of Positive Behavior Interventions, 10*(1), 72-78.

SPED Emphasis Area 8
Sample Preliminary Exam Study Guides

Emotional/Behavioral

This study guide is provided to give you an overview of: (a) the content of the written preliminary exam and (b) a framework for structuring your preparation. It does not necessarily provide actual questions that might be on any specific examination, but rather serves as a guide to the types of questions that might be posed for your written exams. Individual committees serve as the primary driver of exams. Several references to articles and other resources are provided that can be used as you prepare.
(*Note:* The terms emotional disturbance, behavior disorders, and behavioral disorders are often used interchangeably in the field and throughout the guide).

Foundations, Etiology, and Prevalence

- Historical views of emotional and behavioral disorders
- Issues regarding the definition of emotional and behavioral disorders
    - Federal definition of emotional disturbance
    - Diagnostic and Statistical Manual (DSM) definition(s)
- Changes in terminology over time
- Conceptual and theoretical models related to the causes, nature and development of behavior disorders
    - Including ecological, behavioral, biological, psychodynamic perspectives
    - Legal aspects of addressing disciplinary concerns (e.g., manifestation determination, suspensions and expulsions)
- Related short-and long-term behavioral and academic outcomes for students with emotional and behavioral disorders
    - Including national longitudinal studies (viz., NLTS, NLTS2, SEELS)
- Occurrence with other disability areas and behavioral subtypes (Learning disabilities, ADHD, conduct disorders, etc.).

Sample Questions:

- What is the current thinking on the etiology, prevalence, prevention, and behavioral and academic outcomes for students with behavior disorders?
- What are the conceptual and theoretical treatment models for addressing emotional and behavioral disorders?
- What are the primary concerns regarding the federal definition of emotional and behavioral disorders?
- How do behavioral constructs (aggression, attention, conduct, social skills, social withdrawal, etc.) relate to one another?
- How do the behavioral trajectories of children with problem behavior change overtime?

Identification, Screening, and Placement

- Tools and strategies for assessment
    - Universal screening (e.g., SSBD; BESS)
        - "Best practices" for identification and issues regarding eligibility
        - Familiarity with issues regarding disproportionate representation

- Issues related to disproportionate representation
- Assessment for Identification (e.g., BASC-2)

SPED Emphasis Area 9

Sample Preliminary Exam Study Guides

- Response to Intervention (RTI)*
  - Academic and behavioral
- Continuum of services
  - Service delivery models
  - Inclusion Sample Questions:
    - What is the "best practice" for identifying a student with emotional or behavioral disorders for the purpose of eligibility?
    - What are the current issues related to the inclusion and placement of students with behavior disorders with regard to a continuum of services?
    - What are the current issues regarding universal screening and RTI as they relate to children and youth with behavioral disorders?

Prevention and Intervention

- Positive Behavior Support (PBS)
  - Features of School-Wide PBS (SW-PBS) and how it relates to a multi-tiered model of prevention
  - Basic principles of Applied Behavior Analysis (see ABA study guide)
- Current research on functional behavioral assessment and behavior support planning
- Experimental methods for conducting a functional analysis
- Current research on tier 2 and 3 behavioral interventions
- Universal behavioral screening and progress monitoring
- Research on social skills training
- Research on social-emotional programs

Sample Questions:

- What are the features of SW-PBS and how does it relate to a multi-tiered model of prevention?
- What is the current research on functional behavioral assessment and behavior support planning for students with emotional and behavioral disorders?
- What are the "best practices" for universal behavioral screening and progress monitoring?

*Also part of *Prevention and Intervention*

Research Methods Related to EBD

- Methods for collecting, summarizing, and graphing behavioral data
  - Different observational systems
- Single case, group, and correlational research designs
- Statistical analysis for analyses for single case, group, and correlational research designs
  - Procedures for calculating effect sizes (especially for single case designs)

Sample Questions:

1. Design a group study that would test a social skills intervention package.
   a. Describe a group design that could be used to examine the effects of the intervention.
   b. How would you set up the study? What procedures would you use?
   c. Include any strengths or weaknesses of the design chosen.
   d. Describe the dependent measures that might be used.

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Sample Preliminary Exam Study Guides

e. Describe how you would analyze the data (discuss the statistical analyses as well as the effect size indices).
f. Given a set of data, conduct the appropriate statistical analysis and display the results in APA tables.

2. Design a single case study that would examine the effects of a tier 2 intervention. Articulate research questions and a corresponding single-case design that could be used to examine the effects of the intervention.
   a. What are the strengths or weaknesses of the design?
   b. How would the selected design demonstrate experimental control?
   c. Describe the dependent measures that would be appropriate for measuring intervention effects and answering your research questions.
   d. Describe how you would analyze the data? Include a discussion of visual and statistical analyses (e.g., effect size indices) that could be used.
   e. Given a set of single case data, conduct the appropriate statistical analysis and display the results in APA tables.

3. Design a correlational study to determine the reliability and validity of a behavioral screener (e.g., BASC2- BESS; SSBD, SRSS).
   a. Describe what aspects of reliability (test-retest, internal consistency, etc.) and validity (construct, concurrent, predictive, etc.) you would test and why.
   b. How would you conduct a classification analysis (sensitivity, specificity, PPV, NPV) for determining risk?
   c. Describe the dependent measures you would use and the analysis you would use (e.g., structural equation modeling, logistic regression, etc.) to model the relationships in your data.
   d. Given a set of data, conduct the appropriate statistical analysis and display the results in APA tables.

<u>Organization and Response Format</u>

The specific structure of the written exam will vary depending on the doctoral committee and faculty advisor. For example, some committees may choose several questions and require relatively short 3-5 page responses. Others may provide a comprehensive question and expect a longer response (8+ pages). Doctoral students should work with their committee and advisor on specific parameters and format for their question. Regardless of format, the written product should reflect a quality product that

reflects your content knowledge and writing on the response to the particular question given. Students are generally allowed to use tables and figures to summarize and highlight information.

1. Guidelines for your responses include using:
   a. 12-point font
   b. 1-inch margins
   c. *APA Manual* (7th edition) format
2. You may use tables and figures within the body of your response to summarize and/or highlight information. Smaller font sizes are acceptable for tables and figures, as long as they are clearly legible.

Both the quality and written content of your work are important. Please edit and proofread your final documents carefully prior to submission.

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Sample Preliminary Exam Study Guides

Expected Outcomes

In addition to successfully passing the written exam, you will be asked to complete an oral exam during which you may be asked to elaborate upon or clarify your written responses. Committee members may also pose additional questions. Through the combination of written and oral exams, you should be able to demonstrate your ability to:

1. Articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks within the field of behavior disorders.
2. Identify, discuss, and critically evaluate important national issues related to children and youth with behavior disorders.
3. Identify key researchers influencing the field of behavior disorders nationally, as well as their respective areas of research. To help you do this, identify authors and/or articles that are frequently cited in textbooks and other resources and materials you include in your review. Also, seek the input of peers and faculty.
4. Identify and describe your emerging research interests. They should be grounded in a solid conceptual and empirical understanding of the field of behavior disorders, knowledge of current national issues facing the field, and knowledge of others currently conducting work that relates to your self-identified research interests.

Resources/References

The following references and resources are provided to help you with your preparation for this exam. While not a comprehensive list, they are suggested as a starting point.

Journal Articles

Albers, C. A., Glover, T. A., & Kratochwill, T. R. (2007). Introduction to the special issue: How can universal screening enhance educational and mental health outcomes? *Journal of School Psychology*, 45, 113-116.

Blackorby, J., Knokey, A., Wagner, M., Levine, P., Schiller, E., & Sumi, C. (2007). *SEELS: What makes a difference? Influences on outcomes for students with disabilities.* Retrieved March 3, 2009 from http://www.seels.net/infoproduct.htm

Bullock, L. M., & Gable, R. A. (2006). Programs for children and adolescents with emotional and behavioral disorders in the United States: A historical overview, current perspectives and future directions. *Preventing School Failure, 50*(2), 7-13.

Cheney, D., Flower, A., & Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk of developing emotional or behavioral disorders. *Journal of Special Education, 42*, 108-126.

DiStefano, C. A., & Kamphaus, R. W. (2007). Development and validation of a behavioral screener for preschool- age children. *Journal of Emotional and Behavioral Disorders, 15,* 93-102.

Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. *Exceptional Children, 73*, 288-310.

Gersten, R., Fuchs, L., Compton, M., Greenwood, C, & Innocenti, M. (2005) Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.

Gresham, F. M. (2005). Response to intervention: An alternative means of identifying students as emotionally disturbed. *Education and Treatment of Children, 28*, 328–344.

Kauffman, J. M. (1999). How we prevent the prevention of emotional and behavioral disorders. *Exceptional Children, 65*(4), 448-68.

SPED Emphasis Area 12

Sample Preliminary Exam Study Guides

Horner, R., H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, *71*, 165-179.

Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. M. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors (pp. 359-390)*. New York: Guilford Press.

Lane, K. L., Kalberg, J. R., Parks, R. J., & Carter, E. W. (2008). Student risk screening scale initial evidence for score reliability and validity at the high school level, *Journal of Emotional and Behavioral Disorders, 16,* 178- 190.

Newman, L., Wagner, M., Cameto, R., Knokey, A. M. (2009). *The post-high school outcomes of youth with disabilities up to 4 Years after high school. A report from the National Longitudinal Transition Study-2 (NLTS2)* (NCSER 2009-3017). Menlo Park, CA: SRI International.

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook.* Pacific grove, CA: Brookes/Cole Publishing.

Parker, R., Hagan-Burke, S., & Vannest, K. (2007). Percent of all non-overlapping data (PAND): An alternative to PND. *The Journal of Special Education, 40*(4), 194-204.

Parker, R., & Hagan-Burke, S. (2007). Single case research results as clinical outcomes. The *Journal of School Psychology, 45*, 637-653.

Parker, R., & Hagan-Burke, S. (2007). Useful effect sizes interpretations for single case research. *Behavioral Therapy, 38,* 95-105.

Severson, H. H., Walker, H. M., Hope-Doolittle, J., Kratochwill, T. T., & Gresham, F. M. (2007). Proactive, early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations, and professional practices. *Journal of School Psychology, 45*, 193-223.

Sugai, G. & Horner, R. H. (2006). A promising approach for expanding and sustaining school-wide positive behavior support*, School Psychology Review, 35*, 245-259.

Walker, B., Cheney, D., Stage, S., & Blum, C. (2005). Schoolwide screening and positive behavior support: Identifying and supporting students at risk of school failure. *Journal of Positive Behavior Interventions, 7*, 194- 204.

Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). *Antisocial behavior in school: Evidence-based practices* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

Walker, H. M., Severson, H. H., Nicholson, F., Kehle, T., Jenson, W. R., & Clark, E. (1994). Replication of the systemic screening for behavior disorders (SSBD) procedure for the identification of at-risk children. *Journal of Emotional and Behavioral Disorders, 2,* 66-77.

Walker, H. M., & Shinn, M. R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 1−25). Bethesda, MD: NASP.

Websites

- OSEP Center on Positive Behavioral Interventions and Supports (http://www.pbis.org/)
- Center for Social and Emotional Foundations for Early Learning (http://www.vanderbilt.edu/csefel/index.html)
- Special Education Elementary Longitudinal Study (www.seels.net)
- National Longitudinal Transition Study (http://policyweb.sri.com/cehs/projects/displayProject.jsp?Nick=nlts)
- National Longitudinal Transition Study2 (www.nlts2.org)

SPED Emphasis Area 13

Sample Preliminary Exam Study Guides

Prevention and Intervention of Reading Difficulties and Disabilities

This study guide is provided to orient you to content of the written preliminary exam. It is also intended to provide an overview to the type of questions to expect on the written prelim and provide a framework for structuring their preparation. The study guide does not necessarily provide actual questions that might be on any specific examination.

In the Prevention and Intervention of Reading Difficulties/Disability component of the preliminary examination you will be asked to demonstrate your knowledge and understanding of the following areas:

- Five *elements (big ideas) of reading*
- Design *and delivery of effective reading intervention*
- Evidence *base in reading intervention*
- Current *models of reading intervention*

Topic 1: Key elements of reading, their relation to reading difficulty/disability at different age spans and implications for reading intervention.

To understand:

a) the critical elements that comprise a comprehensive approach to reading intervention and
b) the differential role that elements play across grade levels.

The five elements of reading:

- Phonemic awareness
- Alphabetic Principle/Decoding
- Fluency
- Vocabulary
- Comprehension

Sample questions

1. Describe the empirical sources and process used to identify these five components?
2. What is the role of each element in reading intervention?
3. Describe how elements would differ in emphasis and importance across different grade spans?

Design and delivery of effective reading intervention

1. Based on typical struggling reader profiles at various grade levels, design a reading intervention to address critical elements of reading. Provide a research-supported rationale for each element, the specific skills, the sequence, and possible methods/strategies included in the lesson.

Topic 2: Evidence Base and Critical Issues in Reading Intervention
To understand contemporary criteria for evaluating research, areas in which the science of reading research is strong and areas in which there are significant gaps in the knowledge base.

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Sample Preliminary Exam Study Guides
*Possible topics for focus***:**

- Criteria for evaluating group research
- Criteria for evaluating single-subject research
- State of the evidence base for each element of reading

Sample questions

1. Evaluate the quality of a single-case or group-design reading intervention study.
2. For a particular grade span that covers at least 3 grade levels (e.g., primary (k-3), elementary, middle school, high school), summarize the state of the evidence base. What do we know and what we need to know?
3. Develop an 8-page introduction to a grant proposal to seek funding for a critical problem in reading. The proposal should include the following: (a) significance of the problem, (b) brief summary of research to support the problem, (c) research questions to be investigated.

Topic 3: Current models of prevention and intervention of reading disabilities.
To understand the historical and contemporary models of reading prevention and intervention, the strength of the evidence base, and critical uninvestigated or under-investigated dimensions.
Possible topics for focus:
- Primary, secondary, and tertiary intervention
- Critical elements of RtI
- Strength of evidence of RtI

Sample questions

1. Compare and contrast a Response to Intervention approach to reading intervention to the discrepancy model of service. What are the possible advantages and disadvantages associated with each model of intervention?
2. Design a study to research one dimension of RtI that has an inadequate evidence base. Identify the research question, how the study would advance the knowledge base in RtI, and the research design you would use to investigate the problem. Describe the independent variable you would manipulate experimentally and the dependent measures you would use to evaluate impact.

Organization and Response Format

- You will be asked to respond to 1-3 questions depending on Program Committee recommendations. Questions may involve multiple parts. Response lengths will vary by question; however, general guidelines are that a response to each question should range from 6-8 pages, double-spaced, excluding references, tables, and figures; 12 pt. font; 1" margins.

- You may use tables and figures within the body of your response to summarize and highlight information. Tables and figures can use smaller font sizes as long as they are clearly legible.
- The quality of your writing, as well as the content, is important. Please edit and proofread your work carefully before you submit your final documents.

SPED Emphasis Area 15

Sample Preliminary Exam Study Guides

Expected Outcomes

In addition to successfully passing the written preliminary examination, you will be asked to complete an oral examination in which you may elaborate or clarify your written responses or address other questions posed by committee members. Through the combined written and oral examinations you should demonstrate your ability to:

1. Articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks for the field of prevention and intervention of reading difficulties/disabilities.
2. Identify, discuss, and critically evaluate important national issues in reading disabilities.
3. Identify key researchers influencing the field of reading disabilities nationally, and their respective areas of research/scholarship.
4. Identify and describe your own emerging research interests such that they are grounded within a solid conceptual and empirical understanding of the field of reading disabilities, knowledge of current national issues facing the field, and knowledge of others currently conducting work that relates to your self-identified research interests.

Preparation Suggestions

The following references are provided to support your preparation for this examination. These materials are provided as a starting point and should be complemented by sources used in previous coursework and sources you identify through independent study.

Reading: Elements and Effective Intervention Resources

Boardman, A., Roberts, G. Vaughn, S., Wexler, J., Murray, C, & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Center on Instruction, Florida Center for Reading Research, Florida State University, www.centeroninstruction.org.

*Bryant, D., Godwin, M., Bryant, B., & Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly, 26*, 117-128.

Chall, J., & Jacobs, V. (2003). The classic study on poor children's fourth grade slump. *American Educator, 27,* 14-15.

Chard, D., Ketterlin-Geller, L., Baker, S., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children, 57*, 263-284.

Denton, C., Fletcher, J., Anthony, J., & Francis, D. J. (2006). An evaluation of intensive intervention for students with persistent reading difficulties. *Journal of Learning Disabilities, 39*, 447-466.

Ehren, B. (2005). Looking for evidence-based practice in reading comprehension instruction. *Topics in Language Disorders, 25*(4), 310-321.

SPED Emphasis Area 16

Sample Preliminary Exam Study Guides

*Foorman, B., Breier, J., & Fletcher, J. (2003). Interventions aimed at improving reading success: An evidence-based approach, *Developmental Neuropsychology, 24,* 613-639

Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions.* (Under cooperative agreement grant S283B050034 for U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available online at http://www.centeroninstruction.org/files/ELL1- Interventions.pdf.

Gajria, M., Jitendra, A., Sood, S., Sacks, G. (2008). Improving comprehension of expository text in students

with LD. *Journal of Learning Disabilities, 40*, 210-225.
Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://ies.ed.gov/ncee.
Kamil., M., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4207). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.
*Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook for kindergarten through eighth grade*. 2nd Ed. Navato, CA: Arena Press.
Scammacca, N., Roberts, G., Vaughn. S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007), *Interventions for adolescent struggling readers: A meta-analysis with implications for practice.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.
Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. (2007). *Extensive reading interventions in Grades K-3: From research to practice.* Center on Instruction, Florida Center for Reading Research, Florida State University, www.centeroninstruction.org.
Woodruff, S., Schumaker, J. B. & Deshler, D. D. (2002). The effects of an intensive reading intervention on the decoding skills of high school students with reading deficits. *Institute for Academic Access Research Reports, Decoding Study,* 1-11.

Additional Online Resources:
*Current Practice Alerts from the Division of Learning Disabilities, Council for Exceptional Children: Fluency, Formative Evaluation, Phonemic Awareness, Phonics, Reading Comprehension (from www.TeachingLD.org)

SPED Emphasis Area 17
Sample Preliminary Exam Study Guides
Website Content

1. www.childrenofthecode.org
2. http://iris.peabody.vanderbilt.edu
3. http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13
4. http://ies.ed.gov/ncee/wwc/reports
5. http://wfsu.org/fcrr/fcrr05-10-06.ram

Criteria for Evaluating Research Resources

Cook, B., Tankersley, M., & Landrum, T. (2009), Determining evidence-based practices in special education. *Exceptional Children, 75*, 365-383.
Gersten, R., Fuchs, L., Compton, M., Greenwood, C, & Innocenti, M. (2005) Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.
Horner, R., H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, *71*, 165-179.
Odom, S. L., Brandinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K.R. (2005) Research in special education: Scientific methods and evidence-based practices.
Exceptional Children, *71*, 137-148.

Response to Intervention Resources

Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly, 41*, 93-99.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2009). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009- 4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

SPED Emphasis Area 18

Sample Preliminary Exam Study Guides

This study guide contains three sections. The first section identifies knowledge competencies in transition for doctoral students who are emphasizing transition for their post-doctoral careers as a university faculty member. CEC knowledge and skill standards for transition contained in the "red book" informed the identification of these competency areas. The second section contains suggested strategies and resources to help you prepare for possible preliminary exam questions in transition. The third section contains sample exam questions in transition. They are intended to be illustrative of how knowledge competencies might be combined to create written exam questions.

Expected Outcomes

In addition to successfully passing the written and oral portions of the preliminary exam, the preparation process should also help you accomplish the following important "career and professional development" outcomes – which in turn will prepare you to write letters of application for higher education faculty positions in transition and respond to interview questions from search committees:

1. You should be able to articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks for the field of transition.
2. You should be able to identify, discuss, and critically evaluate important national issues in transition.
3. You should be able to identify key researchers influencing the field of transition nationally, and their respective areas of research/scholarship.
4. You should be able to identify and describe your own emerging research interests such that they are grounded within a solid conceptual and empirical understanding of the field of transition (item 1), knowledge of current national issues facing the field (item 2), and knowledge of others currently conducting work that relates to your self-identified research interests (item 3).

Competency Areas in Transition

1. Evolution of legislative mandates for transition education and services: Reasons for the mandate, key emphasis in the definition of transition, adult life areas to be considered, age requirement, school and adult agency responsibilities, and transition planning document requirements (involving families and students with disabilities in transition planning and evaluation, modifying post-school environments to facilitate transition, linking to adult service agencies).
2. Transition models: Historical development, popular models, outcomes, key components, and your own model
3. Research to identify effective practices in transition: from best practice to evidence-based practices (landmark studies and researchers, the shift of emphasis, current national topics and key players).
4. Research in the area of transition assessment: Popular models, prominent researchers, key areas for assessment, major types of assessment, examples of transition assessments, and recommendations

for school implementation. Use of assessment results to develop post school goals and objectives (and IEP goals that support desired outcomes) that reflect the interests and preferences of the individual. Interpret results of transition assessment for individuals, families, and professionals.

SPED Emphasis Area 19
Sample Preliminary Exam Study Guides

1. Instruction for transition: Summary of findings from recent research, prominent researchers and key publications, widely accepted instructional models with research support (community-based instruction, life skills instruction, self-determination instruction, etc.), linking academic content to transition goals, and arranging and evaluating instructional activities in relation to post-school goals.
2. Transition to employment: historical models and critiques (from segregated models to supported models), effective programs that prepare students with disabilities for employment (school-based programs, community-based programs, etc.), and national debates and implications.
3. Transition to independent living: Historical issues, current models and their advantages and disadvantages, national debates and implications.
4. Transition to post-secondary education: Historical development, supports, issues, and strategies for students with disabilities to enter and successfully complete postsecondary education.
5. Self-determination: evolution of and rationale for self-determination for individuals with disabilities, definitions, models, key components, strategies to promote self-determination, and applications of self-determination skills in transition planning. Use of support systems to facilitate self-advocacy in transition planning.
6. Application of transition to specific student groups: (a) a specific disability (e.g., students with learning disabilities, students with intellectual and developmental disabilities) or a functional cluster of disabilities (e.g., students with severe behavior challenges); (b) young women with disabilities; (c) culturally/linguistically diverse students with disabilities; (d) school dropouts with disabilities; (e) youth with disabilities who are homeless or in foster care; or (f) adolescents with disabilities in the juvenile justice system, and implications of these individual characteristics with respect to post-school outcomes and support needs
7. Collaboration skills: Research support for interagency collaboration, evidence-based strategies for collaborating with agency personnel, and key researchers and their representative works/publications.
8. Current national topics that drive the field of transition research and key players (individual researchers in the area of your interest, funded centers and projects in the area of your interest, and key publications in the area of your interest) and how you can become a part of this discussion and develop into a national-level researcher.
9. Important avenues for professional development in the field of transition and how to get involved: key journals, conferences, organizations, committees, and agencies.

<u>Preparation Suggestions</u>

1. Review several textbooks in transition. Textbooks have different strengths and emphasize different aspects of a field. Reviewing several will allow you to obtain a broader understanding of transition. The following textbooks are suggested as a starting point:

Sitlington, P.L., & Clark, G.M. (2006). *Transition education and services for students with disabilities* (4th ed.). Boston: Allyn & Bacon.

Test, D. W., Aspel, N. P., & Everson, J M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, NJ: Merrill.

Wehman, P. (2006). *Life beyond the classroom: Transition strategies for young people with disabilities* (4th ed.). Brooks Publishing.

SPED Emphasis Area 20
Sample Preliminary Exam Study Guides

Greene G., & Kochhar-Bryant, A. A. (2003). Pathways to successful transition for youth with disabilities. Upper Saddle River, NJ: Merrill.

1. Review recent annual reports to Congress and reports from relevant national studies. IDEA 1997 authorized 7 National Assessment Studies of Special Education (4 based on student age/grade & 3 topical studies). Two studies relevant to transition include:
    - National Longitudinal Transition Study 2: http://www.nlts2.org/
    - Study of State and Local Implementation and Impact of IDEA: http://www.abt.sliidea.org/
    - OSEP Annual Reports to Congress on the Implementation of IDEA: http://www.ed.gov/about/reports/annual/osep/index.html

2. Review materials available on the websites of national centers. A few of the national centers with relevance to transition are listed below.
    - National Post-school Outcomes Center: http://www.psocenter.org/
    - National Secondary Transition Technical Assistance Center: http://www.nsttac.org/
    - National Dropout Prevention Center for Students with Disabilities: http://www.ndpc-sd.org/
    - National Dissemination Center for Children with Disabilities: http://www.nichcy.org/Pages/Home.aspx
    - Technical Assistance Alliance for Parent Centers: http://www.taalliance.org/index.asp
    - National Institute for Work and Learning: http://niwl.aed.org/
    - Center for Youth Development and Policy Research: http://cydpr.aed.org/
    - Association on Higher Education and Disability: http://www.ahead.org/
    - National Center on Educational Outcomes: http://cehd.umn.edu/NCEO/

3. Review key research, synthesis, and position articles published in peer-reviewed journals. Consider the following three strategies to help you identify individuals and articles that are important to know:
    a. Identify author names and/or articles that are cited frequently in textbooks and in the other resources and materials you review through the items 1-3 above.
    b. Identify author names and/or articles included in courses (e.g., the self-determination and transition courses).
    c. Seek the input of peers and faculty.

4. Work smart and take advantage of other existing opportunities to gather relevant materials and learn relevant information (e.g., courses, work on research teams, conferences).

5. Work collaboratively with your peers to identify, gather, review, and discuss the information necessary to prepare for the three possible questions identified above. In the end, the paper you produce must be your own original ideas and work but that does not mean you cannot work collaboratively to prepare.

SPED Emphasis Area 21
Sample Preliminary Exam Study Guides

NOTE: The materials and resources listed above in the study guide are not meant to be exhaustive. There may and probably will be other important information you will identify through the preparation process. You can also seek the input of faculty as you go through the preparation process.

Sample Written Exam Questions

1. Develop and describe a comprehensive model of transition and justify your position on the key elements of your model. In your answer address at minimum the following:
    a. Review early and current models of transition and identify what you consider to be common and key elements.
    b. Identify key transition outcome domains, key knowledge & skill domains, and provide conceptual and/or empirical justification for your decisions.
    c. Identify key components (e.g., assessment, curricular, & programmatic) and partners in the transition process and discuss/justify your decisions in light of legal requirements, empirical evidence, and best/promising practices (when the evidence base is lacking).
    d. Identify and discuss the benefits and limitations of your model, and identify and discuss recommendations for policy, research, and practice, as appropriate.

2. Select one of the following five transition areas: (a) transition from middle school to high school, (b) graduation from high school, (c) self-determination, (d) post-secondary education, or (e) career-related employment. For the area you select:
    a. Identify and describe the field's definition of valued outcomes including areas of consensus and disagreement, as appropriate.
    b. Identify and describe relevant national issues, and provide conceptual and/or empirical justification for your position(s).
    c. Identify and discuss the current state of knowledge – within the context of your positions under items (a) and (b) above – including as appropriate empirical evidence of differential outcomes (e.g., based on some characteristic), evidence-based practices, and best/promising practices (when the evidence base is lacking).
    d. Identify and discuss recommendations for policy, research, and practice, as appropriate.

3. Select one of the following student groups: (a) a specific disability (e.g., students with learning disabilities, students with intellectual and developmental disabilities) or a functional cluster of disabilities (e.g., students with severe behavior challenges); (b) young women with disabilities; (c) culturally/linguistically diverse students with disabilities; (d) school dropouts with disabilities; (e) youth with disabilities who are homeless or in foster care; or (f) adolescents with disabilities in the juvenile justice system. For the student group you select:
    a. Identify and describe the current status of these students on valued secondary and post-secondary adult outcomes, take a position on the outcome status of your student group (e.g., relative to a comparison group or national data, as appropriate), and provide conceptual and/or empirical justification for your position.

SPED Emphasis Area 22

Sample Preliminary Exam Study Guides

a. Describe and discuss extant research on the factors (e.g., individual, family, school, community) associated with valued secondary and postsecondary outcomes, and provide an assessment of extant research on effective policies and practices (i.e., what do we know and not know about improving outcomes).
b. Identify and discuss recommendations for policy, research, and practice that will lead to improved outcomes for the student group you've selected.

Organizational Notes for Written Exam

1. You should be prepared to provide a complete answer in an 8-page double-spaced paper (12 pt. font, 1" margins), excluding tables, figures, and references. The paper must follow the APA style manual (7th ed.).
2. The order of items identified above in the sample questions does not denote order of headings for a paper. The author has discretion to frame and organize the paper as he/she determines presents the strongest case.
3. Tables and figures can be used as part of the paper to summarize and highlight information. Tables and figures can be single-spaced and use smaller font sizes as long as they are clearly legible (this is an acceptable deviation of APA style for purposes of the exam).

APPENDIX F

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

Doctoral Student Evaluation
School of Education and Human Development

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

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

Degree Being Pursued: _____
Student Name: _____
Student UIN: _____
Date Form Completed: _____

Special Education Doctoral Student Competencies Evaluation

Date Form Completed: _____
Chair's Name: _____
Faculty Members Assisting in Evaluation: _____

Competency	BELOW EXPECTATIONS	MEETS EXPECTATIONS	ABOVE EXPECTATIONS
Ongoing Collaborative Research Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Is minimally involved or uninvolved in faculty research projects. Requires significant support to complete complex research-related tasks.	Is able to collaborate in some aspects of research-related tasks (e.g., reviewing the literature, analyzing data, implementing study procedures, coauthoring products) with minimal support.	Demonstrates high level of involvement and independence in research with faculty mentorship.
Pre-Dissertation Research Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Unable to develop research plans or conduct research suitable to the discipline; has not submitted a pre-dissertation manuscript for peer-review.	Is able to develop a research plan and conduct institutionally appropriate research with minimal to moderate faculty guidance; has led a pre-dissertation research project and submitted a corresponding manuscript for peer-review.	Is proficient in developing clear research plans and conducting valid, theoretically consistent, and institutionally appropriate research; has submitted a pre-dissertation manuscript for peer-review.
Collaborative Grant Writing Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Lacks familiarity with structure of an RFA, needs significant support to collaboratively write a section or a proposal.	Is familiar with the structure of an RFA, is able to assist in collaboratively writing sections of a proposal.	Is proficient in reviewing RFAs including evaluation criteria; demonstrates high level of competency in collaboratively writing sections of a proposal.
College Teaching Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Lacks experience and expertise in teaching at the college level; is unable to explain the subject matter in the discipline in a clear, effective, engaging, and appropriate fashion	Has appropriate college teaching experience (see doctoral handbook college teaching competency), and is able to (a) evaluate student performance and (b) explain the subject matter in a clear, effective, engaging, and appropriate fashion	Has appropriate college teaching experience (see SPED doctoral handbook college teaching competency), and has the advanced pedagogical skills necessary to (a) effectively explain the subject matter in a clear, engaging, and appropriate fashion and (b) effectively evaluate student mastery of that content.
Field Supervision Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Lacks experience and sufficient skills in field supervision; has difficulty developing rapport with site personnel and/or supervisees to facilitate students' professional growth	Has at least 2 semesters of faculty-mentored field supervision experience. Needs minimal support in communicating with site personnel (e.g., school/clinical placement facilitators) developing rapport with supervisees and in facilitating their professional growth	Has at least 2 semesters of faculty mentored field supervision experience. Successfully develops rapport with supervisees and facilitates their professional growth.

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

Name: UIN: Date:

Address:

Telephone: TAMU Email Address:

Department: ◯ EAHR ◯ EPSY ◯ KNSM ◯ TLAC

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

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

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

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student signature:

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

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

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

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

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

TEXAS A&M UNIVERSITY
School of Education & Human Development

Policy and Practices for Student Concerns, Complaints, and Grievances

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

Guiding Terms

Bullying Behaviors include (but are not limited to):

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

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

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

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

Departmental Ombuds Representatives for Graduate Students

Educational Administration and Human Resource Development – Krista Bailey

Educational Psychology – Krystal Simmons

Kinesiology and Sports Management – Paul Batista

Teaching, Learning, and Culture – Karen Rambo Hernandez

TEXAS A&M UNIVERSITY
School of Education & Human Development

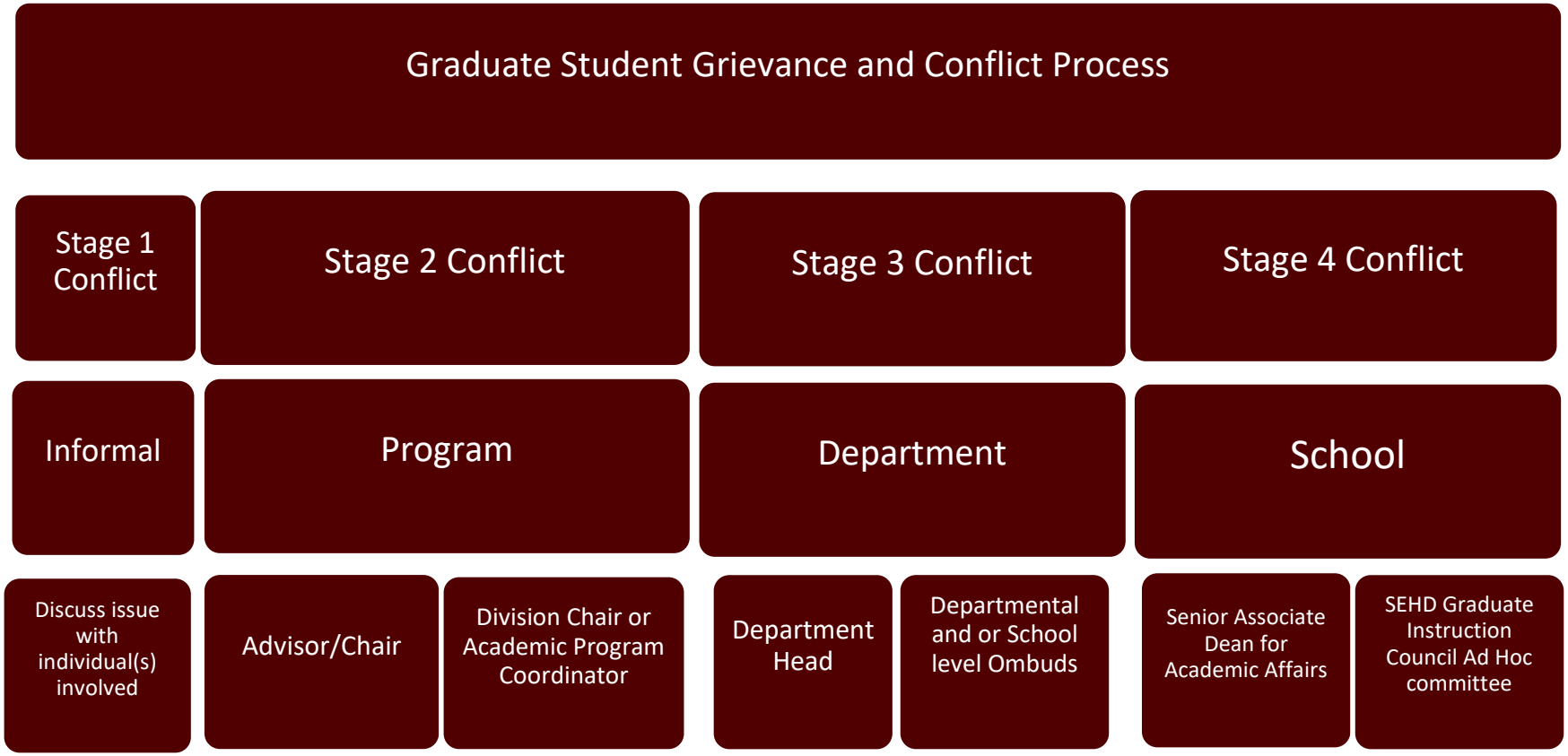
Stages in the Grievance and Conflict Resolution Process

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

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

Stage 4 School-level involvement	Once the department head renders or advises the student on a course of action, if the student is unsatisfied, the student may elect to advance the grievance to the School level for further consideration. In most cases, the School's Senior Associate Dean for Academic Affairs will communicate with the student and recommend any further action. It is important to note that whenever there is a discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records. At the School-level, there is a Professional Concerns Ad-hoc Committee made of Graduate Instruction Council (GIC) members which may be called by the School's Senior Associate Dean for Academic Affairs to review the grievance or graduate student concern and offer a recommendation. Students may also contact the Ombuds for the Graduate and Professional School (ombuds@tamu.edu) or 979-845-3631. https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services Formal Grievance Submission Processes • Title IX: Sexual Discrimination, Sexual Harassment, Sexual Assault and Violence • Graduate and Professional School Grievances and Appeals • Texas A&M Student Grievance Procedures

TEXAS A&M UNIVERSITY
School of Education & Human Development



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

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

Name: UIN: Date:

Address:

Telephone: TAMU Email Address:

Department: ◯ EAHR ◯ EPSY ◯ KNSM ◯ TLAC

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

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

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

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student signature:

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

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

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

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