

COUNSELING PSYCHOLOGY



DOCTORAL STUDENT HANDBOOK 2025 - 2026

Note: This handbook is maintained as a live Google Document to ensure the most current information is available. Printed or downloaded PDF versions may become outdated. For the most up-to-date version, always refer to the official online link: <https://u.tamu.edu/cpsy-handbook>.

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Welcome!



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

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

If you need any additional information, please contact the department's Academic Advisor at (979) 845-1833 or visit the program website:

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

Disclosure of Education/Training Outcomes

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

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

APA Accreditation

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

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

Program Mission

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

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

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

Theme One: Multiculturalism

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

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

Theme Two: Interdisciplinary Collaboration

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

Theme Three: Community Engagement

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

Training Philosophy

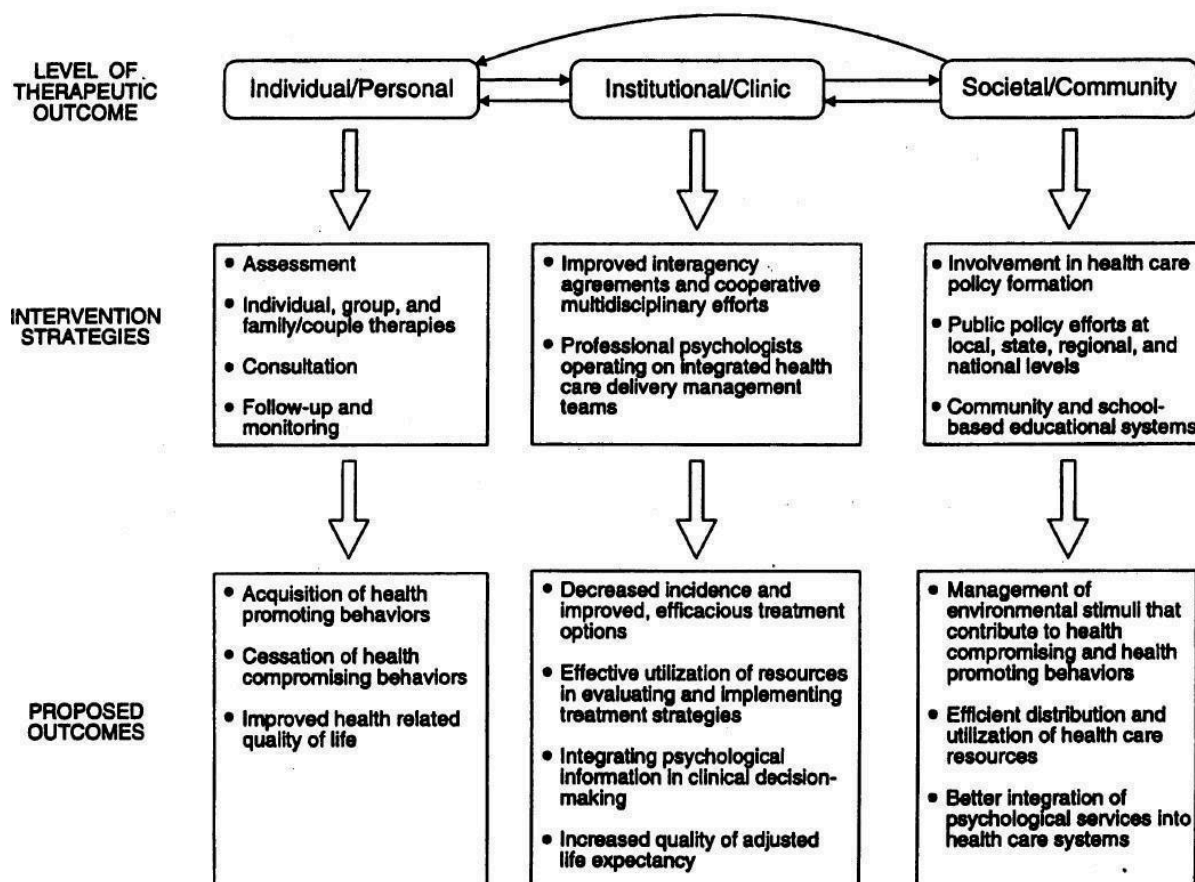
The Texas A&M Counseling Psychology program prepares scientist-practitioners within a cultural framework. Graduates are expected to effectively use critical thinking skills and empirical methods to design, conduct and evaluate psychological research and practice at all levels of professional activity.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

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

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

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

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



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

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

Resolution on Diversity

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

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

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

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

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

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

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

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

APAGS Position Statement on the Rights of Psychology Graduate Students

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

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

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

Goals, Objectives, and Expected Student Competencies

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

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

Goal 1: To prepare students to be entry-level counseling psychologists.

Goal 2: To prepare students to be scientist-practitioners.

Goal 3: To prepare counseling psychologists who operate as scientist-practitioners with competencies in multiculturalism.

Goal 4: To prepare counseling psychologists who operate as scientist-practitioners with competencies in interdisciplinary collaborations.

Goal 5: To prepare counseling psychologists who operate as scientist-practitioners with competencies in community engagement.

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

Department of Educational Psychology

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

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

Department Faculty

Students have the opportunity to study with many of the EPSY department faculty. Research interests and academic backgrounds of the faculty in the department can be found at:

<https://directory.education.tamu.edu/?dept=EPSY&g=10>

CPSY Faculty

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

Dr. Linda Castillo- CPSY Program Chair

Dr. Kelly Lee- Training Director

Dr. Lizette Ojeda - Field Practicum Coordinator

Dr. Anita McCormick

Dr. Nguyen Nguyen

Dr. Timothy Lawrence

Dr. Carly McCord

Dr. Chuck Ridley

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

Role of the Faculty Advisor

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

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

Student Advisory Committee

All graduate students are required to form a Student Advisory Committee, which must be approved by the student's faculty advisor and the Grad School. This Advisory Committee has the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Student Advisory Committees are led by the dissertation chair of the committee.

The dissertation chair or co-chair must be a core CPSY faculty member. The dissertation chair will assist the student in selecting the remaining members of their committee. The dissertation chair will also have immediate supervision of the student's research and dissertation and has the responsibility for calling required meetings of the Advisory Committee. The Advisory Committee overall is responsible for the research proposal, dissertation, and final examination (dissertation defense).

Master's committees must have three members, one of which must be outside the Department of Educational Psychology. Doctoral committees must have four members, one of which must be outside the Department of Educational Psychology. Students will submit their Student Advisory Committee composition to Grad School's [Document Processing Submission System website](#).

Official University Degree Plan

All graduate students at Texas A&M University are required to file an official degree plan with the Grad School. The following link provides information about how to complete the degree plan online using Academic Requirements Completion System (ARCS):

<https://grad.tamu.edu/academics/degree-completion/academic-requirements-completion-system>

Graduate students are encouraged to run regular degree evaluations. Instructions on how to do this are found on the [Grad School Degree Evaluation Instructions Website](#).

Department Academic Advising

EPSY academic advisors handle the administrative affairs of students in the EPSY department. Students can find help for the following issues from the department Academic Advisors:

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

Departmental Facilities

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

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

The **Counseling and Assessment Clinic (CAC)** is found in two locations, one on the third floor of Milner (assessment services) and the other is across campus in a building referred to as the

Stack (counseling services). The CAC offers counseling services and assessment on a sliding scale to university students, faculty and staff, as well as to the local community. Equipped with video streaming equipment, this center provides an excellent setting, as well as a wide array of clients, for practicum training in the program.

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

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

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

The CPSY program's official communication with students is through the CPSY student listserv and Counseling Psychology Teams group.

Staff Support. The EPSY staff is dedicated to assisting students with a wide range of administrative and program-related needs. Below is a list of key areas where our staff can provide support:

Kade Massey – HR Related Issues

Priscilla Rios – Business (Tuition/ Fees, EPSY Scholarship/Fellowships)

Sharon Wilson – Purchasing

Cathy Watson & Jeanne Prestwood – Building Access, Mail

Savannah Sanders – Anything M.Ed. (school counseling) related

Peggy Brigman – Anything Ph.D. or EDD related

Research Support. The [Educational Research and Evaluation Laboratory \(EREL\)](#) staff are available to assist with data analysis and use of various statistical software (e.g., SPSS, SAS, MPlus, Lisrel, and Stata). Referencing software (RefWorks, EndNotes, and others) is available to students at no cost through the University; other major software products (e.g., Microsoft Office) are available at a significantly reduced cost. In preparation of manuscripts and particularly the dissertation, clerical support (i.e., assistance with writing skills) is available through the [University Writing Center](#).

CPSY Program Planning

The number of credit hour requirements for the Doctor of Philosophy in Counseling Psychology is found in the [TAMU Graduate Catalog](#). Students are expected to be continuously enrolled (at least 1 credit per semester) until graduation. Before registering for any courses, students are required to meet with their faculty advisor each semester.

First Year Courses

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

Fall Semester

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

Spring Semester

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

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

Required Courses and Course Sequencing

TAMU [Student Rule 1.14 Maximum Schedule for Graduate Students](#) provides information on number of credit hours students can enroll during regular and summer semesters.

The table below is a recommended course sequence for students entering with a bachelor’s degree or with a master’s degree. While there is some flexibility, students should keep in mind that all programs at TAMU have a limited ability to modify course offerings, including semester, time, and day. For a list of required courses, see [Appendix A](#).

Required Course Sequence:

- Practicum Courses
- Assessment Courses

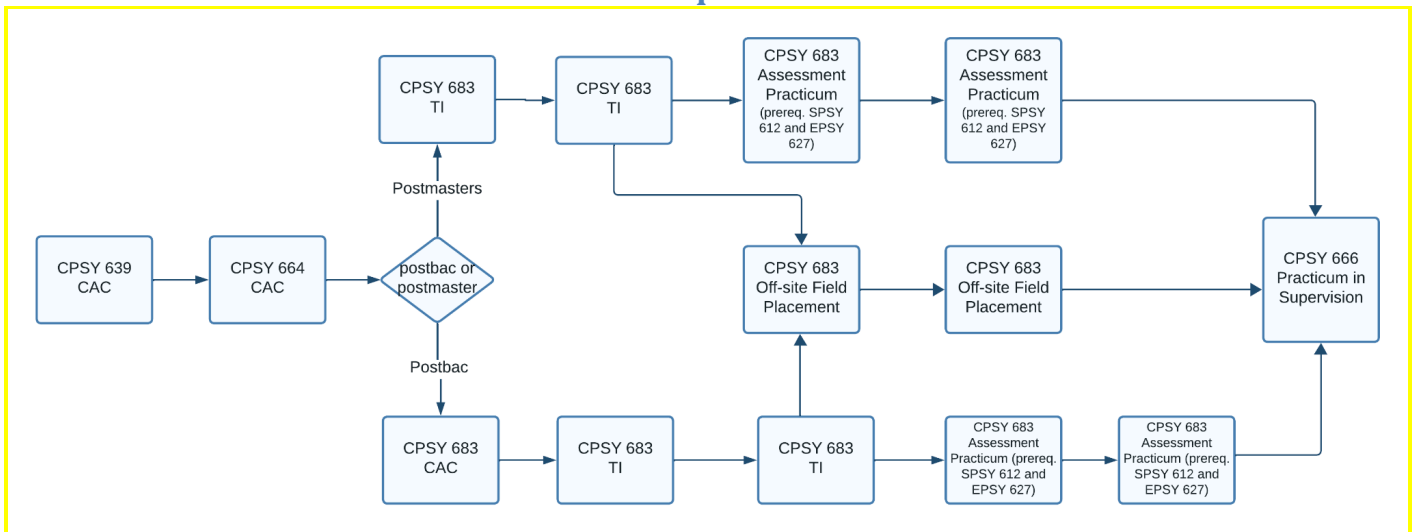
The practicum sequence is as follows and cannot be taken concurrently. Missing or failing a required course will put a student a year behind as the practicum courses are only offered once a year.

CAC→TI→Assessment Practicum→Supervision Practicum

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

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

Practicum Sequence Flowchart



Course Sequence Table

<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
Year 1		
CPSY 626 Psychopathology CPSY 631 Techniques of Counseling CPSY 672 Theories of Counseling and Psychotherapy EPSY 640 Statistical Analysis in Ed. Research I	*CPSY 632 Career Counseling (or CPSY 633 Introduction to Group Process) CPSY 639 Practicum I (CAC) CPSY 662 Professional Issues in Counseling Psychology CPSY 679 Multicultural Counseling EPSY 641 Statistical Analysis in Ed. Research II	CPSY 664 Practicum II (CAC) Discipline-Specific Knowledge Area course (e.g., EPSY 606, 621, 634, 644, 647)
*CPSY 632 and CPSY 633 are offered in alternate years.		
Year 2		
CPSY 636 Consultation to Organizations CPSY 683 Practicum II (postbachs = CAC; postmasters = TI) SPSY 612 Individual Assessment - Intelligence CPSY 690 Theory of CPSY Research	*CPSY 633 Introduction to Group Process (or CPSY 632 Career Counseling) CPSY 683 Field Practicum (TI) CPSY 627 Personality Assessment CPSY 635 Social-Counseling Interface or PBSI 620 Theories of Social Psychology	CPSY 683 Field Practicum (TI) CPSY 685 Directed Studies Discipline-Specific Knowledge Area course
Year 3		
CPSY 683 Assessment Practicum CPSY 683 Field Practicum CPSY 685 Directed Studies EPSY 625 Advanced Psychometric Theory Advanced Statistics Course	CPSY 683 Assessment Practicum CPSY 683 Field Practicum CPSY 688 Research Proposal Development (or CPSY 691)	CPSY 683 Field Practicum CPSY 691 Dissertation Discipline-Specific Knowledge Area course
Year 4		
CPSY 666 Practicum in Supervision CPSY 683 Field Practicum CPSY 691 Dissertation	CPSY 683 Field Practicum CPSY 691 Dissertation Discipline-Specific Knowledge Area course (if needed)	CPSY 691 Dissertation
Year 5		
CPSY 684 Internship	CPSY 684 Internship	CPSY 684 Internship

Course Waivers

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

- Group Counseling
- Lifespan Development
- Techniques of Counseling

Students who are seeking course waivers must submit the following:

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

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

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

Additional Program Planning Suggestions

1. Each student is encouraged to develop an overall plan detailing the semester-by-semester sequence of courses to be taken. Flexibility is necessary, however, because some change in the pattern of course offerings is likely.
2. Prerequisite courses and core CPSY courses that have not been taken previously should be scheduled early in the program.
3. The statistics, research, assessment, development, and diagnosis sequences should be completed before the student's last year of coursework.
4. Students should visit with their faculty advisor prior to registration each semester. Some programs require pre-registration meetings.

Opportunities and Mentorship in College Teaching

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

Earning a Master's Degree During the Doctoral Program

Doctoral students have the option to pursue a master's degree while completing their doctoral studies. There are two options available:

Option 1: Master of Education (M.Ed.)

Non-Thesis – No Final Exam Required

When to Start: Submit your degree plan in spring of your first year. Use the [sample degree plan course list](#) as a guide.

Committee Requirements: Chair: Dr. Linda Castillo. *No other committee members are required.*

Option 2: Master of Science (M.S.)

Thesis Required – Final Exam Required

When to Start: Notify your faculty advisor during fall of your first year if you plan to pursue the M.S. degree. This allows adequate time to begin planning your thesis research and selecting your committee members.

Committee Requirements:

Chair: Your CPSY Faculty Advisor.

Committee Members: Two graduate faculty members, of which one must be external to the EPSY department.

M.S. Deadlines: Follow the official steps outlined in the [Steps to Fulfill a Masters Program](#) TAMU Graduate Catalog.

Professional Expectations of Students

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

Ethical Behavior

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

Unsupervised Independent Practice by Students

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

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

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

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

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

Professional Behavior

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

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

[American Psychological Association](#)

[Ethnic Psychological Associations](#)

[National Queer and Trans Therapists of Color Network](#)

[Association for Women in Psychology](#)

[Texas Psychological Association](#)

Beyond organizational membership, students are held to high standards of professional behavior throughout their training. Students have an obligation and expectation to behave in a professional manner befitting a psychologist in training.

Academic Conduct

Students are expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University. This University-level expectation can be found at:

<https://aggiehonor.tamu.edu/rules-and-procedures/rules/honor-system-rules>

Academic Performance

The expectation for academic performance is that the student maintains a 3.0 grade point average and continuous enrollment to meet the requirements set for good academic standing by the [Grad School](#) and TAMU [Student Rule 12](#). Students must also have a grade of “B” or better on all courses on their degree plan.

It is expected that students will demonstrate the ability to communicate their knowledge through papers, articles, reports, and other forms of written expression. Additional academic performance expectations are:

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

Course Incompletes

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

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

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

See [TAMU Student Rule 10.6](#) for more information on university policy on Incomplete grades.

Course Papers and APA Style

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

Responsible Conduct of Research

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

More information on CITI Training can be found at:

<https://vpr.tamu.edu/research-security-and-export-controls/responsible-conduct-of-research/citi-cr-training-online/>

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

Graduate students are not eligible to be a principal investigator. As such, the student's faculty advisor is responsible for submitting an IRB application. The TAMU Division of Research provides a toolkit and investigator manual to assist in the IRB process.

<https://vpr.tamu.edu/human-research-protection-program/toolkit/>

Professional Expectation Evaluated Areas

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

Failure to maintain professional expectations in one or more of the evaluated areas (academic performance, ethical behavior, academic performance, clinical skills, and professional behavior) are considered to have not demonstrated acceptable proficiency in program requisites. Following [TAMU Student Rule 12.3.2 and 12.5](#), students who fail to demonstrate acceptable proficiency in program requisites are considered to be classified as scholastically deficient and may be subject to warning, probation, or dismissal from the program.

Academic Performance

Students who receive a grade of a C, D, F, or U in a course on their degree plan are required to inform their faculty advisor/chair immediately upon notice. Students have one year to re-take the course and must make a B or better. Further, it is the program faculty's discretion to determine if the student will be given permission to continue with field placement activities.

Professional Behavior

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

Clinical Skills

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

Funding for Graduate Students

The Department of Educational Psychology has a limited number of graduate assistantships available. A number of students are able to locate assistantships in other departments and agencies on campus. Graduate assistantships are also available to students across campus. These include assistantships in other colleges and departments on campus. Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to inform the EPSY Academic Advising office if they are looking for an assistantship. Possible jobs and GA-ships are included in the weekly EPSO Updates put out by the EPSY Academic Advising Office. Position openings and assistantships are posted at <https://jobsforaggies.tamu.edu/>.

Sources for funding information:

[CPSY Student Funding Resources](#)
[TAMU Department of Financial Aid](#)
[Student Emergency Aid](#)

Conference Travel Resources

[CPSY Conference Travel Grant](#)
[Graduate Student Research and Presentation \(RAP\) Travel Award](#)

Research

Research Team Involvement

Doctoral students are required to join a research team starting their first year. This involvement is a critical component of your academic progress and will be assessed during the annual student review.

To demonstrate research contributions, students must submit a [CRediT Contribution Worksheet](#) for each annual review. This worksheet helps faculty to evaluate level of involvement and ensures students are meeting program expectations and making satisfactory progress.

Research Requirements

Prior to submitting for program approval to apply for internship, students must demonstrate the following research accomplishments completed during their doctoral program:

1. A manuscript submitted to a peer-reviewed journal with the student listed as first author or co-author.
2. Presentation of psychological scholarly work at a regional, state, or national professional conference.

Interdisciplinary Research

We highly value and encourage interdisciplinary collaboration. Students are welcome to join research teams in other programs or departments. These collaborations provide valuable exposure to diverse methods and perspectives, preparing you for meaningful interdisciplinary research and practice in your career.

Practicum

Beginning Practicum

The provision of supervised experience in counseling and assessment is considered an integral part of the program. All students are required to begin their practicum experience at the [Counseling and Assessment Clinic \(CAC\)](#). Bachelor's degree students train for at least three semesters. Master's degree students with prior practicum in a related counseling field train for at least two semesters. Students must register for the corresponding practicum courses each semester.

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

At the CAC, students will receive basic skills training as a generalist. Because of the training nature of clinical work done in practicum, all clinic supervisors share information (which may include personal information) with CPSY faculty about the student's performance in practicum, which includes clinical, class, and supervisory performance as noted in the [APA Ethics Code 7.04 Student Disclosure of Personal Information](#).

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

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

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

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

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

Field Practicum

Upon successful completion of the CAC and TI practicum, and with approval from the program, students are required to obtain advanced field practicum experience. Students must register for at

least 1 credit of CPSY 683 Field Practicum each semester that they are in practicum. The program has a Field Practicum Coordinator (Dr. Lizette Ojeda).

Field Practicum Registration

To register for a field practicum, you must submit the [field practicum registration form](#) to the Field Practicum Coordinator for approval.

Field Practicum Evaluation

At the end of the semester, the field practicum supervisor at the field site will complete an evaluation online and recommend a grade (the Field Practicum Coordinator will provide your supervisor with a Qualtrics link). If the Field Practicum Coordinator does not receive an evaluation from your field supervisor you will not pass the field practicum.

Approved Field Practicum Sites

For an updated list of sites that are program approved see: tx.ag/FieldPracticum

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

Students interested in a site not on the [CPSY Approved Field Practicum Sites](#) list must ask the field practicum coordinator to consider the site for program approval but may not use the site until it has been approved. Note that the approval process can take 1-3 months to complete so plan accordingly.

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

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

VA Field Placement

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

Guidelines for CPSY Doctoral Students with External Licenses

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

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

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

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

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

Standards of the APA Ethics Codes applicable to these guidelines:

2.01 Boundaries of Competence

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

7.01 Design of Education and Training Programs

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

CPSY Doctoral Program Directives

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

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

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

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

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

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

Annual Evaluation

At the end of each Spring semester, the Counseling Psychology (CPSY) faculty conducts a comprehensive annual evaluation of each doctoral student. The primary purpose of this evaluation is to assess the student's progress in achieving the Minimum Level of Achievement (MLA) across two critical areas: Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC).

Discipline Specific Knowledge (DSK): The foundational and advanced theoretical, empirical, and methodological knowledge bases that are essential to the field.

- History and Systems of Psychology
- Basic Content Areas in Scientific Psychology
- Advanced Integrative Knowledge in Scientific Psychology
- Research Methods, Statistical Analysis & Psychometrics

Profession Wide Competencies (PWC): The broad, overarching skills and professional behaviors that are expected of all doctoral-level psychologists. APA outlines nine core Profession Wide Competencies:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behaviors
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

The annual evaluation follows a rubric to determine a student's MLA on each of the DSK and PWC expected by the APA Commission on Accreditation for health service psychology. The rubric used to evaluate students is contained in [Appendix B](#).

Preparing and Instructions for the Annual Evaluation

Students create and maintain an online repository of their work via the [CEHD Grad Portal](#). Accomplishments and artifacts that will be used in the annual evaluation and, eventually, for the portfolio requirement that serves as the comprehensive examination. Throughout the year, students are advised on the areas and factors taken into consideration by the program faculty as they evaluate student progress. Students are encouraged to review [Annual Evaluation and Portfolio Instructions](#) annually.

Process of Evaluation

During the annual review meeting, the advisor presents a preliminary rating of the advisee. Program faculty discuss any specific behaviors and training activities they have observed relevant to the student's progression through the program and to the competencies assessed in [Appendix B](#). Faculty review materials in the [CEHD Grad Portal](#). Faculty reach consensus on ratings for each student on every competency. Individual faculty members then complete the annual evaluation rubric report and submits it for student review. An email notification is sent to the student who can review the report in their [CEHD Grad Portal](#) account. Students electronically signify that they have reviewed the evaluation and may submit comments.

Unsatisfactory Progress

For students who are identified as not making satisfactory progress, the actions below are available to the faculty.

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

Doctoral Candidacy

Preliminary Examinations [[Comps Portfolio](#)]

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

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

The [CPSY program has a portfolio format](#) to conduct our comprehensive exams. [Areas covered in the portfolio](#) that constitute the comprehensive examination are as follows:

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

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

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

Request to take Preliminary Exam

Students must have met program criteria and have program approval to take the Preliminary Exam [Comps].

Request Deadline: June 15th.

To determine if you've met criteria and request approval. Follow the [CPSY Preliminary Exam Request Instructions](#).

Dissertation Proposal

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

Every doctoral student must present a research proposal delineating the scope and methodology to be employed in their dissertation. The student works with their dissertation chair to prepare the proposal that is then shared with the Advisory Committee. At this time, the student will also schedule a proposal meeting at which time the committee members can offer suggestions, request changes, etc. in the proposal. Before beginning their research, the student must file an IRB and have the approval of the [IRB Office](#).

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

Dissertation Proposal Deadline

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

CPSY Dissertation Guidelines

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

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

- The limitations of the study, and the implications for future research, should be clearly delineated.
- The dissertation is to be written in grammatical, standard English, following APA Guidelines and appropriate literary style.

Internship

The APA Guidelines and the Counseling Psychology program require that students complete a full-time, 12-month internship prior to receiving the Ph.D. Students must work closely with their advisors to identify potential sites for their internship applications. Students should submit the [Academic Progress Checklist](#), CPSY Internship Readiness Checklist and Intention Form for program approval.

Deadline: September 1st

Students must be meeting MLA in all competencies and be in good academic standing (i.e., shows acceptable proficiency in requisites for the doctoral degree as determined by the program, the Graduate and Professional School, and university) to be endorsed for internship. Students who have not met these requirements will be asked to delay internship application, extend their academic training, and/or take other action deemed appropriate by the faculty.

Program Approved Internship Sites

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

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

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

Internship Application Approval

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

1. Students must meet program standards for professional and personal growth as well as growth as a scientist and practitioner.
2. Students must have met all SoA competencies.
3. Students must not be on probation.
4. Dissertation proposal approved by the dissertation committee as documented in ARCS by **October 15th**.
5. Students must submit a manuscript to a journal as first author or co-author during the course of their doctoral program.
6. Students must present psychological scholarly work at a regional, state or national professional conference during the course of their doctoral program.

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

Internship Letters of Recommendation

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

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

Individual recommenders may require additional supporting materials.

Internship Ranking Approval

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

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

Students who fail to meet criteria will be prohibited from submitting APPIC rankings.

Students may reapply the following year under the same guidelines. Students will not be allowed to leave for internship with unfinished coursework, with failing grades (C, D, F, or U), or on probation.

Internship Credit Hours

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

Student Concerns, Complaints, and Grievances

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

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

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

Ombuds Support

Students who prefer an informal, confidential process to address and resolve concerns, conflicts, or challenges related to their academic experience are encouraged to contact the Ombuds services offered through both the department and the Graduate and Professional School. The Ombuds acts as a neutral, independent resource who can listen, help clarify issues, and explore options without initiating formal procedures.

EAHR: Krista Bailey, kristabailey@tamu.edu

EPSY: Charles Ridley, ridley@tamu.edu

KNSM: Christopher Woodman, woodman@tamu.edu

TLAC: Megan Svajlenko-Hardy, Msvalej2@tamu.edu

Graduate & Professional School: ombuds@tamu.edu

TAMU Facilities and Services

Career Center

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

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

Financial Assistance

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

Additional university resources for financial resources include:

- [Department of Student Financial Aid](#)
- [Student Business Services](#)
- [Jobs for Aggies](#)
- [Graduate and Professional School](#)
- [Department of Education Psychology](#)

University Student Services

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

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

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

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

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

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

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

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

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

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

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

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

Computing Services

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

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

Libraries

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

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

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

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

Recreational Facilities

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

Multicultural Services

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

Off-Campus Student Services (OCSS)

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

Graduate and Professional School Handbook

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

APPENDICES

APPENDIX A: CPSY DEGREE PLAN

Counseling Psychology Program Ph.D. DEGREE PROGRAM PLAN

Discipline-Specific Knowledge Areas

History and Systems of Psychology (3 credit hours)

EPSY 644 Histories of Psychology or program approved course

Affective and Cognitive Aspects of Behavior (3 credit hours)

EPSY 606 Motivation and Emotion for Optimal Learning and Performance

Biological Aspects of Behavior (3 credit hours; *one of the following*)

EPSY 621 Clinical Neuropsychology

EPSY 634 Educational Neuroscience

Developmental Aspects of Behavior (3 credit hours)

EPSY 647 Lifespan Development

Social Aspects of Behavior (3 credit hours; *one of the following*)

CPSY 635 Social-Counseling Psychology Interface

PBSI 620 Theories of Social Psychology

Research Methods (3 credit hours)

CPSY 690 Theory of Counseling Psychology Research

Psychometrics (3 credit hours)

EPSY 625 Advanced Psychometric Theory

Statistical Analysis (6 credit hours)

¹EPSY 640 Statistical Analysis in Educational Research I

EPSY 641 Statistical Analysis in Educational Research II

Advanced Statistics or Research Methods Course (3 credit hours; *one of the following*)

EPSY 660 Single-Case Experimental Design Research Methodology

EPSY 642 Meta-Analysis of Behavioral Research

EPSY 643 Applied Multivariate Methods

EPSY 651 Theory of Structural Equation Modeling

EPSY 652 Theory of Hierarchical Linear Models

EPSY 654 Longitudinal Data Analysis

EPSY 655 Item Response Theory

EPSY 656 Survey Instrument Development

EPSY 637 Qualitative Methods & Analysis

EHRD 655 Qualitative Research Methods

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

Profession-Wide Competencies

Research

CPSY 685 Directed Studies (3 credit hours; Research Team participation)

CPSY 691 Dissertation Research (9 credit hours)

Ethical and Legal Standards (3 credit hours)

CPSY 662 Professional Issues in Counseling Psychology

Individual and Cultural Diversity (3 credit hours)

CPSY 679 Multicultural Counseling

Intervention (9 credit hours)

CPSY 632 Career Counseling

CPSY 633 Introduction to Group Process

CPSY 672 Theories of Counseling and Psychotherapy

Communication and Interpersonal Skills (3 credit hours)

CPSY 631 Techniques of Counseling

Consultation and Interprofessional/Interdisciplinary Skills (3 credit hours)

CPSY 636 Psychological Consultation to Organizations

Assessment (13 credit hours)

CPSY 626 Psychopathology

CPSY 683 Assessment Practicum (4 credit hours; 2 in fall and 2 in spring)

CPSY 627 Structured Personality Assessment

SPSY 612 Individual Assessment of Intelligence

Practicum & Internship

CPSY 639 Counseling Practicum I

CPSY 664 Counseling Practicum II

CPSY 683 Field Practicum Telehealth (6 credit hours across two semesters)

CPSY 683 Field Practicum off-campus (Students must register for at least one credit hour for each semester they are seeing clients.)

CPSY 666 Practicum in Counselor Supervision

CPSY 684 Professional Internship (3 credit hours across three semesters)

APPENDIX B: ANNUAL EVALUATION RUBRIC

Located on [CPSY Teams](#).

APPENDIX C: RUBRIC FOR STUDENT PORTFOLIO EVALUATIONS

Located on [CPSY Teams](#).

APPENDIX D: CPSY ACADEMIC PROGRESS CHECKLIST

Student:

Dissertation Chair:

Date:

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

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

APPENDIX E: CPSY INTERNSHIP READINESS INTENTION AND CHECKLIST

CPSY DOCTORAL INTERNSHIP INTENTION

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

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

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

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

Submission Instructions

Steps 1-4 must be complete by September 1st.

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

Step 1: Create a Google Folder

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

Step 2: Create a Google Doc for Internship Intention Application

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

Step 3: Create Google Sheet

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

Step 4: Upload copy of unofficial transcript

1. Title the PDF “Student Last Name Transcript”

Steps 5-7 are due October 1st.

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

Step 5: Create a Google Doc for Internship Readiness Statement

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

Step 6: Upload summary of clinical hours

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

Step 7: Finalize core AAPI for DCT verification

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

Internship Readiness Checklist

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