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School Psychology in Texas

The Texas Board of Examiners of Psychologists (TSBEP) oversees licensure as a Specialist in School Psychology (LSSP) in the State of Texas. Rule 465.38, Psychological Services in the Schools, allows the LSSP to provide school psychological services in Texas public schools independently after one year of licensure. The rule further defines the LSSP as

“a person who is trained to address psychological and behavioral problems manifested in and associated with educational systems by utilizing psychological concepts and methods in programs or actions which attempt to improve the learning, adjustment and behavior of students. Such activities include, but are not limited to, addressing special education eligibility, conducting manifestation determinations, and assisting with the development and implementation of individual educational programs.”
The LSSP can be obtained with a graduate degree in psychology with the completion of at least 60 hours; therefore, a doctorate is not required for licensure. The Texas Education Agency does not provide credentialing for the practice of school psychology, and as a result, the American Psychological Association (APA) exception for specialist and master’s level individuals’ title use is not followed. That is, to be called a school psychologist in the State of Texas, a doctoral degree with the title or specialization of school psychology is required.

Texas Tech University’s Educational Psychology program was established in 1973, with the Ph.D. replacing the Ed.D. in 2004. Although much of the School Psychology specialization coursework was offered in the early years of the Educational Psychology program, the specialization was not formally instituted until 2010. The Texas Tech University Educational Psychology program offers the only Ph.D. level specialization in School Psychology in West Texas, or an area spanning approximately 84,000 square miles.

Vision Statement and Specialization Goals

Vision Statement

The School Psychology specialization seeks to achieve the following vision:

*The School Psychology specialization of the Educational Psychology Ph.D. program at Texas Tech will be nationally recognized for the quality of its graduates and the contributions of its students and faculty to research while ensuring that regional and local students, schools, and communities are direct beneficiaries through services, creative activities, and grant funded initiatives and projects.*

To achieve this vision, the School Psychology specialization has set the following goals:

1. The specialization will apply for approval through the National Association of School Psychologists within the first six years of its implementation.

2. The specialization will develop meaningful university-wide collaborations with the Special Education and Counselor Education programs in the College of Education as well as with the Psychology Department.

3. The specialization will develop meaningful collaborations with area school districts to promote high quality practicum and internship experiences for students while serving the needs of the community.
4. The specialization will develop a system of effective recruitment that results in the minimum enrollment of 10 new doctoral students annually.

5. The specialization will identify and seek diverse students who possess the knowledge, skills, autonomy, and demeanor to be successful school psychologists and/or trainers of school psychologists.

Philosophy

The School Psychology specialization of the Educational Psychology Ph.D. program at Texas Tech University prepares self-determined school psychologists who possess a high degree of professional and personal competence, autonomy, and relatedness. Professional and personal competence includes demonstrable expertise in the theory underlying practice, research, interventions, and skills of the field; professional and personal autonomy includes the ability to organize themselves in their practice while using personal analysis, cultural understanding, and evaluation to seek out consultation and continuing education and using research skills to answer practical questions; finally, professional and personal relatedness underscores the ability to effectively interact with diverse students, parents, administrators, and other professionals to make a positive difference in the educational lives of children.

Scientist Practitioner Model

Educational psychology is an applied field of psychology that focuses on the improvement of education through the application of psychological theory and principles. Educational psychologists not only possess knowledge of psychology but knowledge of methodology and research tools that are needed to answer important questions in the field of education. The additional emphasis or specialization in School Psychology allows students to use this research-based training to support their development of knowledge and skills related to conducting psychological assessment, developing and implementing psychological and behavioral interventions, and supporting educators through consultation in the K-12 school context. Due to their strong research background and understanding of psychological theory, scientist-practitioners are able to address questions that arise in their practice by framing and testing hypotheses grounded by sound theoretical frameworks. Thus, the School Psychology specialization of the Educational Psychology Ph.D. program does not separate research from practice. Instead, the program prepares scientist-practitioners embedded in K-12 situations and contexts.
Overarching Goals and Objectives

1. To produce graduates who are competent scientist-practitioner school psychologists.

   Objective 1: Graduates will demonstrate competence in the research process, which includes generating meaningful research questions from critical evaluation of the existing research literature and knowledge of educational practice, designing studies with measures associated with valid and reliable scores, conducting statistical analyses, interpreting analyses, and evaluating threats to validity and reliability.

   Objective 2: Graduates will demonstrate competence in disseminating their research through professional presentations and refereed publications.

   Objective 3: Graduates will demonstrate competence in the practice of psychology (assessment, diagnosis, intervention, and consultation) in the schools.

   Objective 4: Graduates will demonstrate a commitment to continuing education and maintaining professional well-being.

   Objective 5: Graduates will understand the integration of science and practice in school psychology, drawing from research in both education and psychology to engage in evidenced based practice.

2. To facilitate students' autonomy to make competent, ethical, and culturally sensitive decisions in their practice and teaching of school psychology.

   Objective 6: Graduates will demonstrate an understanding of their decision making processes and reflect upon their professional practice and research outcomes.

   Objective 7: Graduates will understand the importance of professional consultation and when to seek it in the decision making process.

3. To produce students who demonstrate multicultural and diversity awareness, knowledge, and skill to relate meaningfully to the individuals in their practice and teaching of school psychology.

   Objective 8: Graduates demonstrate knowledge of individual differences and diversity and recognize the importance of limiting their practice of school psychology to groups and cultures that they understand.
Objective 9: Students competently apply multicultural awareness to all facets of their practice of school psychology (e.g., assessment, diagnosis, intervention, and consultation).

Objective 10: Students competently apply multicultural awareness to all facets of their research.

Trademark Outcomes

The School Psychology Specialization prepares students to become school psychologists not only capable of providing the full array of professional services but effectively designing and/or implementing evidenced-based interventions. The Ph.D. specialization further emphasizes students’ skill development in the ongoing evaluation and monitoring of interventions. Students’ progress is assessed as students are incrementally introduced to different levels of this highly specialized practice. At the end of their training, students completing the specialization will demonstrate not only their ability to implement psychological services to effect positive change in the lives of children but highly specialized skills in all aspects of interventions in schools. Therefore, specialization graduates will possess distinctive skills that are highly valued by employers of school psychologists.

Distinctive Skills

The School Psychology Specialization of the Educational Psychology Program emphasizes the design, implementation, and investigation of evidence-based prevention and intervention practices, especially Applied Behavior Analysis (ABA), to address student learning, social-emotional development, behavioral performance, instructional methodology, school practices, and classroom management among P-12 students including those from culturally and linguistically diverse backgrounds.

Phase I Emphasis

- School psychologists conceptualize child school cases in the context of NASP’s and APA’s ethical principles and concepts and presenting problem through verbal and written communication.
- School psychologists correctly administer, score, and interpret psychological tests/techniques (e.g., intelligence testing, personality testing, social/behavioral testing, observations, and interviews) to use in decision making.
- School Psychologists apply theoretical frameworks to define child problems and examine discrepancies from typical samples to develop hypotheses about academic and social/emotional behavior.
Phase II Emphasis
- School psychologists conduct functional behavior assessments that can assist educators in understanding the “function” or purpose behind problematic behaviors of children.
- School psychologists design evidence and assessment based academic and behavioral intervention and address issues of fidelity and ongoing monitoring at each tier of the RtI framework.
- School psychologists use an evidence based consultation model to develop a consultation plan to implement and monitor interventions.

Phase III Emphasis
- School psychologists implement intervention plans using evidence based consultation models that improve student achievement, behavior, and/or socio/emotional functioning.
- School psychologists regularly monitor (i.e., collect, analyze, and interpret data) results of implemented interventions.
- School psychologists modify interventions that do not yield positive student results through the integration of data, research, and theoretical foundations.

Research Application Experiences

As students advance through the specialization, they participate in applied research experiences related to problems identified by school administrators, teachers, parents, and educational professionals concerning the challenges and effectiveness of intervention implementation. Intervention research can occur at an individual level or at a school/agency level. Interventions are guided by quality assessment, knowledge of context and culture, and understanding of developmental and cognitive theory. Thus, research application experiences are projects that address questions posited by those who have an investment in quality intervention work.

Students have the opportunity to engage in a research application experience during each year of their study. The experiences will be developed by School Psychology faculty members based on data collected from practicum and internship evaluations (Phase Assessments) and through communications with advisory boards (e.g., The Learning Clinic Advisory Board, Special Education Directors of Region 17). A faculty member will lead the experience and collaborate with faculty teaching research coursework, as students will receive research application mentoring in the research courses. That is, a research application experience will be embedded in the syllabus for at least one research course each year.

Students must demonstrate their ability to conduct research designed to improve practice before advancing to the dissertation phase of study. This is accomplished by students’ successful submission and acceptance of their work (i.e., paper or poster) as a first author.
to the Texas Tech University Graduate School Poster Competition, a conference for a state or national school psychology or psychology related professional organization (e.g., Texas Association of School Psychologists, National Association of School Psychologists, American Psychological Association, American Educational Research Association), or peer-reviewed academic publication. In addition to the successful dissemination of their work, the students’ submissions must be deemed by School Psychology Specialization faculty as a meaningful contribution to practice as determined by a “proficient” average score on the Research Application Scoring Rubric (see Appendix C). The experience serves as the Doctoral Qualifying Examination.

School Psychology Faculty

The School Psychology specialization faculty is comprised of four core members; Lucy Barnard-Brak, Ph.D.; Stacy Carter, Ph.D., B.C.B.A.-D., L.S.S.P.; Dave Richman, Ph.D., B.C.B.A.-D.; and Tara Stevens, Ed.D., L.S.S.P. These individuals make decisions for the specialization and serve as advisors and dissertation chairpersons for school psychology students. Brook Roberts, M.A., L.S.S.P. serves as the specialization’s clinical director, and Amanda Williams, Ed.D., provides foundational coursework. The School Psychology specialization is also supported by faculty members from the Educational Psychology, Special Education, and Counselor Education programs within the College of Education who teach courses required in the School Psychology specialization course sequence.

Admission to the Program and Specialization

The Educational Psychology Ph.D. with a School Psychology Specialization prepares: self-determined school psychologists who possess a high degree of competence in the theoretical underpinnings, research, interventions, and skills of the field; autonomy to organize themselves in their practice while using personal analysis and evaluation to seek out consultation and continuing education and using research skills to answer practical questions; and relatedness to effectively interact with students, parents, administrators, and other professionals to make a difference in the educational lives of children. Applicants must demonstrate evidence of and/or potential for competence, autonomy, and relatedness in educational settings through the following materials:

- Statement of Purpose to include the prospective student’s
  - Learning goals
  - Career goals
  - Prior experience working in education and school settings
  - Prior experience working with children
  - Prior experience working with special populations
  - Special skills, knowledge base, and/or abilities
Curriculum Vitae (or resumé)
- Educational background
- Specialized training and licensure/certifications
- Work experience
- Conference presentations
- Publications
- Manuscripts in preparation
- Awards, fellowships and scholarships

GRE scores
- Required for admission
- Must be no older than 5 years
- No cut point is set for scores

Transcripts
- Transcripts from all institutions attended should be submitted
- Students with an undergraduate Grade Point Average (GPA) below 3.00 or graduate Grade Point Average below 3.50 are encouraged to provide an explanation in their Statement of Purpose

Three letters of recommendation
- The three recommenders should include individuals with knowledge of the prospective student’s academic performance and his/her experience working in education, in school settings, and/or with children

Applications are reviewed on a rolling basis. The program will make admission decisions as completed applications are submitted.

To ensure eligibility for graduate assistantships and scholarships, prospective students should submit their application on or before October 1.

Within the School Psychology Specialization, the faculty to student ratio is targeted at 1:12 to meet high expectations for student guidance, supervision, and placement; therefore, student positions are limited. As a result, admission will not be granted in semesters when all student positions have been filled. Students admitted to other specializations in the Educational Psychology Ph.D. program who are interested in changing their specialization to school psychology are required to submit a new application as delineated above as they receive no advantage in the admission process. Prospective students may contact the program coordinator for inquiries related to student positions available each semester.

Upon admission, students will be assigned a temporary advisor to assist with financial support applications, registration, and orientation.
Graduate Assistantships and Student Financial Support

Students interested in assistantships and other financial support should submit applications with the assistance of their temporary advisor. Although assistantships and financial support are not guaranteed, the majority of students receive some form of support. The links below provide information concerning student financial support.

Graduate School Financial Support
(http://www.depts.ttu.edu/gradschool/funding/)

Jones Fellowship Program
(http://www.depts.ttu.edu/education/scholarships/helendevittjonesgrad/)

College of Education Scholarships and Support
(http://www.depts.ttu.edu/education/scholarships/)

Specialization Course Sequence and Coursework

The School Psychology specialization course sequence is comprised of 78 hours of coursework and 12 dissertation hours. Students must also complete 2 hours of internship (for a total of 92 hours) prior to graduation to be eligible for licensure and/or certification as a licensed specialist in school psychology (LSSP). Students are strongly encouraged to follow the course sequence as School Psychology Specialization-specific courses will only be taught in designated semesters.

School Psychology Specialization – Course Sequence
Students entering with a bachelor's degree

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<tr>
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<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Year 1</td>
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<tr>
<td>EDSP 5303 ABA I</td>
<td></td>
<td>EPSY 5356 Educational and Psychological Assessment in Decision Making</td>
<td>EDSP 5346 ABA III</td>
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<tr>
<td>EDSP 5345 ABA II</td>
<td></td>
<td>EPSY 5381 Intermediate Educational Statistics</td>
<td>EPSY 5340 History and Systems of School Psychology</td>
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<tr>
<td>EPSY 5390 Ethics and Best Practice in School Psychology</td>
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<td>EPSY 5332 Educational Psychology and Learning</td>
<td>EPSY 6349 Educational Psychology in Multicultural Settings</td>
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<tr>
<td>EPSY 5389 Individual Intelligence Testing</td>
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<td>EPSY 5382 Practicum I</td>
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<tr>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4*</td>
<td>Year 5</td>
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<tr>
<td>EPSY 6385</td>
<td>EPSY 5364</td>
<td>EPSY 5093 Internship (1 hour)</td>
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<tr>
<td>Foundations of</td>
<td>Counseling or EPCE</td>
<td>EPSY 8000 Dissertation</td>
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<tr>
<td>Educational Research</td>
<td>EPCE 5357</td>
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<tr>
<td>EPSY 5391</td>
<td>Technologies of</td>
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<tr>
<td>Assessment and</td>
<td>Counseling (Odd</td>
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<tr>
<td>Intervention in</td>
<td>years)/EPSY 6349</td>
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<tr>
<td>Schools</td>
<td>Cognition and</td>
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<td>Instruction</td>
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<td>(Even years)</td>
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<tr>
<td>EDSP 5347 ABA IV</td>
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<td>EPSY 5360 Program</td>
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<td>Evaluation</td>
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<td>PSY 5301 Biological</td>
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<td></td>
<td>Bases of</td>
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<td>Psychological Function</td>
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<td>EPSY 5382 Practicum III</td>
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<td>EPSY 5382 Practicum IV</td>
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<td>EPSY 5382 Practicum IV</td>
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<td></td>
<td>EPSY 8000 Dissertation</td>
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<tr>
<td>EPSY 5395 Consultation in Schools</td>
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<td>EPSY 6349 Social Bases of Behavior</td>
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<tr>
<td>EPSY 6301 Advanced Data Analysis</td>
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<td>EPSY 5382 Practicum II</td>
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<tr>
<td>EPSY 5367 Dysfunctional Behavior or EDSP 5300 Exceptional Children and Youth</td>
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<td>EPSY 5331 Human Development in Education</td>
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* Prior to the internship, students should take the Master’s Comprehensive Exam to earn a master’s degree in Educational Psychology.
Educational Psychology Master's Degree

To be competitive for paid internships, students should complete the requirements for the M.Ed. degree in Educational Psychology during their third year of study. These requirements are listed below.

- The completion of 36 graduate hours with a “B” or better that include:
  - EPSY 5331
  - EPSY 5332
  - EPSY 5381
  - EPSY 6349 Cognition and Instruction
  - EPSY 6349 Social Bases of Behavior
  - EPSY 6349 Educational Psychology in Multicultural Settings
  - EPSY 6385

- Successful completion of Phase I and Phase II Assessments
- A passing score on the Master's Comprehensive Examination for School Psychology

Within the first month of the semester prior to the intended semester of master's graduation students should complete the add a degree form and master's degree plan (see Appendix A). The student will provide these forms to his/her advisor at a scheduled advising appointment. The advisor will file these forms and provide information on the comprehensive examination and intention to graduate form, which must be completed in the first weeks of the semester of graduation.

Transfer Credit and Entering with a Degree

Students may transfer up to 30 hours of coursework if it was completed in the last 7 years with a grade of “B” or better. Students interested in transferring credit should schedule an appointment with their advisor and must submit associated syllabi and transcripts prior to completion of the first year of specialization coursework. Coursework completed at a NASP approved or APA accredited program is accepted if a match can be made to a comparable Texas Tech course. Coursework completed outside of a NASP approved or APA accredited program that matches a comparable Texas Tech course can be considered for transfer if a syllabus is submitted and course requirements are consistent with NASP training guidelines. This is determined by the completion of the Course Transfer Worksheet (see Appendix B).

Students entering the School Psychology Specialization with current licensure as a Licensed Specialist in School Psychology (holding a degree in school psychology from a NASP or APA accredited school) or certification as a Nationally Certified School Psychologist (NCSP) should meet with their advisor to develop an individualized degree plan (see Appendix A). A sample plan is provided below.
### LSSP Course Sequence

Students entering with a graduate degree and licensure  
63 hours coursework, 30 hours transferred, 93 Total

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<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Preliminary*</td>
<td>EDSP 5303—ABA I (Online)</td>
<td>EDSP 5345—ABA II (Online)</td>
<td>EPSY 6349—Educational Psychology in</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Multicultural Settings (Intensive)</td>
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<td></td>
<td>EPSY 6332—Advanced Educational Psychology</td>
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<td></td>
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<td>(Intensive)</td>
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<tr>
<td>Year 1</td>
<td>EDSP 5346—ABA III (Online)</td>
<td>EDSP 5347—ABA IV (Online)</td>
<td>EPSY 5330 Motivation in Educational Settings</td>
</tr>
<tr>
<td></td>
<td>EPSY 6349—Cognition and Instruction (Online)</td>
<td>EPSY 6349—Self-Appraisal of Intervention Implementation (Intensive Practicum)</td>
<td>(Elective)</td>
</tr>
<tr>
<td></td>
<td>EPSY 6385—Causal Inference (Weekend)</td>
<td>EPSY 6301 or Advanced Statistics Equivalent (Weekend)</td>
<td>EPSY 6303 Advanced Measurement (Intensive)</td>
</tr>
<tr>
<td>Year 2</td>
<td>EDSP 5348—ABA V (Online)</td>
<td>EDSP 5349—ABA VI (Online)</td>
<td>EPSY 8000—Dissertation (3 hours; Intensive)</td>
</tr>
<tr>
<td></td>
<td>EPSY 6349—Meta-analysis (Weekend)</td>
<td>EPSY 6349—Research Using National Databases (Weekend)</td>
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<td></td>
<td></td>
<td>Counseling Elective (Weekend) or EPSY 6303 (Online)</td>
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</table>
Course Formats

The School Psychology Specialization is considered a face-to-face program, and quality, direct supervision of students is highly valued. However, a variety of course formats are integrated into the specialization to ensure that all students have the opportunity to benefit from instruction and related experiences. These formats are briefly described below.

Traditional Face-to-Face Courses

Traditional face-to-face courses are typically offered once weekly for three hours. To accommodate students’ practicum placements, which often occur during the public school day, these courses meet after 4 pm. Some face-to-face courses include the use of a complementary online website to support continued discussion, resources, and assignment sharing. Although some class sessions may meet “online” during the semester to support specialized instructional strategies, their number will not exceed half of the total class sessions.

Weekend Face-to-Face Courses

Weekend face-to-face courses are offered across four scheduled Saturdays during a semester. These are intensive courses that are supported through electronic media in between class sessions. These courses are typically research and statistics focused, as students often benefit from full day support from instructors when developing research projects and analyzing data.

Summer Intensive Courses

Summer intensive courses are offered full days for one week in the summer. When courses are related, the days may be divided into two courses for a total of two weeks (one week in June and a second in July). Summer intensive courses are typically theoretically focused courses or centered on research foundations.

Online Courses

Online courses comprise less than half of the required specialization coursework. The Applied Behavior Analysis course sequence, which is approved for the Board Certified Behavior Analysis credential, is offered online. Although instruction occurs in the online environment, students are required to engage in behavior analysis in applied settings. At each year of study, School Psychology students are required to complete at least one site and university supervised...
practicum (university supervised practicum in the case of students already licensed for practice). Therefore, online instruction is balanced with supervised practice.

**Residency Requirement**

One year of residency is required for the doctorate in Educational Psychology. In general, this requires registration as a full-time student for two consecutive fall and spring semesters with at least 12 semester hours during each term. The residency requirement can also be met through one of the following options:

a. Three consecutive full summers of at least 9 weeks each while earning at least 9 semester hours of graduate credit during each summer.

b. A full summer term of 12 weeks, earning 12 semester hours of graduate credit plus the completion of at least 12 semester hours of graduate credit during the adjacent spring or fall semester.

c. For students holding half-time graduate assistantships, or students involved for no more than half-time in other work closely related to the doctoral study, 9 semester hours in each of the long terms and at least 6 semester hours in the preceding or subsequent summer.

**Practica**

Students will enroll in 12 practicum credit hours. All practicum hours and experiences will be supervised by school psychology faculty with students meeting regularly for instruction, debriefing, and guidance. LSSP student practicum experiences are determined upon review of the student's prior study, interests, and experience. Students should read the School Psychology Specialization Practicum and Internship Guide for all policy and procedures related to practica as well as further description of activities.

**Doctoral Committee Selection and Procedures**

The doctoral committee is comprised of three faculty members. Students should identify the chairperson of their doctoral committee, which must be one of the core School Psychology specialization faculty members, upon the completion of the first year of the specialization. Chairpersons provide mentoring and guidance throughout the student’s progress in the course sequence and this support is extended to the dissertation process. The remaining committee members, comprised of faculty
members from whom the student has taken courses, should be selected before coursework is completed. The chairperson will direct the qualifying examination and dissertation through coordination with committee members.

Changes in dissertation committee members must be approved by the dissertation chairperson. Students must complete a Dissertation Chairperson Change form that requires the signature of both the initial and replacement chairpersons. Students may request the Dissertation Chairperson Change form from the program coordinator.

Comprehensive Examination

The comprehensive examination must be successfully completed prior to graduation with the M.Ed. degree. The purpose of the comprehensive examination is to assess students’ basic understanding of course content and applied decision making skill based on their knowledge of evidenced based practice. The examination is comprised of multiple item formats, including multiple choice and short answer. Because it is modeled after the School Psychology Praxis Examination, the exam can provide valuable practice to students and should be scheduled prior to the Praxis examination.

Students who fail the first administration may take the comprehensive examination only once more as a second failure results in removal from the Educational Psychology program.

Qualifying Examination

Students must demonstrate their ability to conduct research designed to improve practice before advancing to the dissertation phase of study. This ability is evaluated through students’ successful completion of the Research Application Experience. Before admitted to doctoral candidacy, students must successfully complete the Research Application Experience. Although students begin working on research application experiences during their first year, their formal assessment will occur at the end of their course sequence. Therefore, students are encouraged to meet with their advisor at the end of their third year to discuss the following:

a. Research Application Experience Scoring Rubric (see Appendix C)
b. Requirements for first authorship
c. Deadlines for poster and paper submissions
d. Timelines related to peer review for conferences and academic journals
e. Formal presentation to the School Psychology Faculty and related educational professionals

Students are referred to the Research Application Experience section of this document for additional details and the scoring rubric.

Praxis Examination

Upon completion of coursework, School Psychology specialization students must complete and pass the School Psychologist Praxis II Examination administered by the Educational Testing Service (ETS). Students can find the test’s content description at Tests at a Glance (http://www.ets.org/Media/Tests/PRAXIS/pdf/0401.pdf). Candidates are required to request that ETS send their official Praxis II score reports to Texas Tech University.

Dissertation

The dissertation process allows students, with guidance from the dissertation chairperson and committee, to conduct research that uniquely contributes to the field of educational psychology and practice of school psychology. Although students are encouraged to explore dissertation topics and participate in research throughout their coursework, they are unable to enroll for EPSY 8000, dissertation hours, until they have completed the qualifying examination. Students must successfully complete a total of 12 dissertation hours to be eligible for graduation. Credit for dissertation hours is provided at the end of each semester with a grade assigned when the student passes an oral defense.

Internship

Students will complete a 1500-hour internship in school psychology, 600 of these hours must be within a school setting. A school setting is one where the primary goal is the education of Pre K-12 students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Although students must be enrolled with the university during their internship, they may also be employed by a school district as a paid intern. All internships require at least 2 hours per week of direct (i.e., face-to-face, individualized) supervision by a field-based supervisor. To qualify as a field-based school setting supervisor in the State of Texas, the supervisor must be licensed as a Specialist in School Psychology with 3 years of experience. Field-based supervisors in settings other than public schools must be Licensed Psychologists. The internship must include direct application of assessment, intervention, behavior
management, and consultation. Additionally, the internship must include children representing a range of ages, populations, and needs.

LSSP student internship experiences are determined upon review of the student’s prior study, interests, and experience.

School Psychology specialization faculty will offer assistance with securing an internship site. However, students are ultimately responsible for locating and securing their internships. Students should read the School Psychology Specialization Practicum and Internship Guide for all policy and procedures related to internships.

**Evaluation of Student Progress and Continuation**

Student performance is evaluated at multiple time points during the program. Student evaluation is conducted to provide information to students and faculty concerning student readiness for practice, student acquisition of distinctive skills and to provide information concerning the effectiveness of the teaching, advising, and supervision of the specialization. Prior to entry into new phases of study and practice, students must demonstrate that they have acquired specified levels of competency. Students will not be permitted to continue in the program if they fail to complete any phase assessment. Students who fail to meet specified criteria for a phase assessment will not be permitted to continue in the program unless a program of remediation (developed by the program coordinator and student’s advisor) is successfully completed. The chart below provides an overview of Apply and Evaluate Assignments and Phase Assessment as well as the relationship of coursework to college, state, and national standards.

**Coursework Relationship to College, State, and National Standards**

<table>
<thead>
<tr>
<th>Course</th>
<th>COE¹ Distinctive Skill Phase</th>
<th>TSBEP² Requirement</th>
<th>NASP³ Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 6100—Professional Seminar</td>
<td>Orientation</td>
<td></td>
<td>Foundations (Domain 10)</td>
</tr>
<tr>
<td>EPSY 5390—Ethics and Best Practice in School Psychology</td>
<td>Phase I</td>
<td>Professional, Legal, and Ethical Issues</td>
<td>Foundations (Domain 10)</td>
</tr>
<tr>
<td>EDSB 5303—ABA I: Applied Behavior Analysis</td>
<td>Phase I</td>
<td>Behavior Management</td>
<td>Direct and Indirect Services (Domain 4)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Phase</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>ESPY 5389</td>
<td>Individual Intelligence Testing</td>
<td>Phase I</td>
<td>Psychoeducational Assessment</td>
</tr>
<tr>
<td>EPSY 5356</td>
<td>Educational and Psychological Assessment and Decision Making</td>
<td>Phase I</td>
<td>Socio-Emotional, including Behavioral and Cultural Assessment</td>
</tr>
<tr>
<td>EPSY 6349</td>
<td>Seminar in Social Bases of Behavior</td>
<td></td>
<td>Social Bases of Behavior</td>
</tr>
<tr>
<td>EDSP 5345</td>
<td>ABA II: Single Subject Design</td>
<td>Phase I</td>
<td></td>
</tr>
<tr>
<td>ESPY 5382</td>
<td>Practicum I</td>
<td>Phase I; Phase Assessment</td>
<td>Practicum</td>
</tr>
<tr>
<td>EDSP 5346</td>
<td>ABA III: Functional Behavior Assessment</td>
<td>Phase II</td>
<td>Socio-Emotional, including Behavioral and Cultural Assessment; Behavior Management</td>
</tr>
<tr>
<td>EPSY 5340</td>
<td>History and Systems of Educational Psychology</td>
<td></td>
<td>Organization and Operation of Schools</td>
</tr>
<tr>
<td>EPSY 5332</td>
<td>Educational Psychology and Learning</td>
<td></td>
<td>Human Learning</td>
</tr>
<tr>
<td>EPCE 5364</td>
<td>Theories of Counseling</td>
<td></td>
<td>Counseling</td>
</tr>
<tr>
<td>EPSY 6349</td>
<td>Cognition and Instruction</td>
<td></td>
<td>Instructional Design</td>
</tr>
<tr>
<td>EDSP 5347</td>
<td>ABA IV: Behavior Change Procedures</td>
<td>Phase II</td>
<td>Behavior Management</td>
</tr>
<tr>
<td>EPSY 5395</td>
<td>Consultation in Schools</td>
<td>Phase II</td>
<td>Consultation</td>
</tr>
<tr>
<td>ESPY 5391</td>
<td>Assessment and Interventions in Schools</td>
<td>Phase II</td>
<td>Socio-Emotional, including Behavioral and Cultural Assessment; Behavior Management</td>
</tr>
<tr>
<td>EPSY 5381</td>
<td>Intermediate Statistics</td>
<td></td>
<td>Research and Statistics</td>
</tr>
<tr>
<td>PSY 5301</td>
<td>Biological Bases of Psychological Function</td>
<td></td>
<td>Biological Bases of Behavior</td>
</tr>
<tr>
<td>EPSY 6349</td>
<td>Educational Psychology in Multicultural Settings</td>
<td></td>
<td>Multicultural Bases of Behavior</td>
</tr>
<tr>
<td>ESPY 5382</td>
<td>Practicum II</td>
<td>Phase II</td>
<td>Practicum</td>
</tr>
<tr>
<td>ESPY 5385</td>
<td>Foundations of Educational Research</td>
<td></td>
<td>Research and Statistics</td>
</tr>
</tbody>
</table>
Apply and Evaluate Assignments

Each School Psychology phase course includes an Apply and Evaluate (A&E) Assignment that not only assesses students’ command of course content but that also assesses students’ progress in their development of distinctive skills. The A&E assignments are clearly identified in each course syllabus, and students are provided with scoring rubrics that delineate the qualities necessary for successful assignment completion. Students A&E scores are reported to the School Psychology Program Coordinator at the end of each semester. Scores are recorded in the School Psychology Assessment Database or TOMS and reviewed in the context of overall student progress. The results are used to not only advise students but to evaluate School Psychology course quality and consistency in relation to the Specialization’s goals.

Phase Assessments

Phase assessments are taken as part of a practicum and are conducted by the university practicum supervisor. Practicum I/Phase I Assessment requires students to demonstrate an understanding of issues related to Diversity in Development and Learning, Legal Ethical and Professional Practice, and Data-Based Decision Making and Accountability. Students at Phase I demonstrate skills in testing, observation, and interviewing skills.

Practicum II/Phase II Assessment requires students to demonstrate an understanding of Consultation and Collaboration, Interventions and Mental Health Services to Develop Social and Life Skills, Interventions and Instructional Support to Development Academic Skills, School-Wide Practices to Promote Learning, Preventative and Responsive Services, and
Family-School Collaboration Services. Students will demonstrate the ability to complete a Functional Behavior Assessment at Phase II.

Practicum III and IV/Phase III Assessment requires that students demonstrate their skill in developing, implementing, monitoring, and modifying a field based intervention.

All scores will be reported to the School Psychology Program Coordinator who will compile the data in the School Psychology Specialization Database. Students who fail either the knowledge or skills based portion of any assessment must meet with their advisor to develop a remediation plan, which will likely include retaking specific coursework. Students following remediation plans may continue with the course sequence at the recommendation of the advisor and program coordinator. The Phase Assessment results are used to not only advise students but to also evaluate School Psychology course quality and consistency in relation to the Specialization’s goals.

**Practica**

When students reach the practicum, they are expected to be able to put their knowledge and skills into action. Although the array of skills necessary to practice school psychology are assessed at multiple points throughout the practicum experience by both the site and university supervisions.

Students should refer to the School Psychology Specialization Practicum and Internship Guide to review the self-evaluation/ongoing progress monitoring criteria and the field supervisor evaluations.

**Qualifying Examination**

Refer to “Qualifying Examination” to review criteria.

**Dissertation (proposal defense, oral defense)**

Prior to starting the dissertation, students must pass an oral defense of their research proposal. Students will work with the direction and guidance of their dissertation chair to develop a research proposal that describes their dissertation. Students must orally defend this proposal to their dissertation committees, and the dissertation committee must vote unanimously in approval of students moving forward. The proposal defense must be announced to the college (the defense is open to the public) at least 2 weeks prior to the defense date, with a complete proposal disseminated to committee members.
The dissertation is also completed with the direction and guidance of the dissertation chair. Students must orally defend the dissertation to their dissertation committees, and the dissertation committee must vote unanimously in approval of students’ successful defense of their work. The dissertation oral defense must be announced to the college (the defense is open to the public) at least two weeks prior to the defense date, with a complete dissertation disseminated to committee members.

**School Psychologist Praxis II Examination**

Refer to “Praxis Examination” to review criteria.

**Minimum GPA Requirement**

Students must earn an “A” or “B” grade in all School Psychology specialization coursework. Grades that fall below these criteria can be replaced when students retake the courses and earn either an “A” or “B.”

**Probation and Dismissal from the School Psychology Specialization**

The introduction to new knowledge and related decision making processes can result in errors in contextual applications. Errors are expected in the graduate training process and will be met with corrective feedback that generates corrective actions. However, errors can be indicative of more serious problems that require direct advisor and even program involvement. In such cases the major advisor will meet with the student and the Program Coordinator to document the situation, propose corrective action, and develop a specific timeline for completion of the corrective action. Upon completion of the corrective action, the student will again meet with the advisor and Program Coordinator to review the student’s progress, discuss future training needs, and document that the issue has been successfully resolved. The following are examples of incidents that might lead to advisor and program involvement.

1. Inadequate academic performance (e.g., obtaining a grade below a “B” in School Psychology specialization coursework)

2. Unprofessional behavior (e.g., arriving late to a public school classroom observation)

Students working through corrective action are considered to be on “probation.”
The lack of resolution of probationary issues through corrective action suggests the need for dismissal. Additionally, certain behavior demands immediate dismissal from the program. Because dismissal is a serious event, due process procedure is warranted to ensure that dismissal is, in fact, necessary to protect the interests of students and the integrity of the specialization and program. The following are examples of situations/incidents that would possibly lead to dismissal.

1. Continued inadequate academic performance
2. Plagiarism (refer to the Texas Tech University student handbook)
3. Unethical or ongoing unprofessional behavior
4. Lack of resolution of probationary issues

Step 1—A faculty member within the School Psychology specialization or Educational Psychology program submits a written complaint to the School Psychology specialization Program Coordinator and faculty. The complaint will state the concern and recommendation for specialization dismissal. The complaint will only be shared with the School Psychology specialization Program Coordinator and faculty.

Step 2—The Program Coordinator will meet with the student’s advisor and the student (preferably face-to-face) to investigate the accuracy of concerns. If the student’s advisor, the Program Coordinator, or both are substantively involved in the complaint, the Program Coordinator will appoint a faculty member(s) to replace the invested individual(s). The Program Coordinator will generate a written summary of the findings and, if supported, a proposal for dismissal. If the complaint is not substantiated, then a corrective action plan will be developed by the Program Coordinator and the student’s advisor. The summary of findings will be shared with the program faculty. If corrective action is not deemed to be successfully completed, then the student’s advisor will return to Step 1 with a written complaint. If the complaint is substantiated all documentation will be submitted to the School Psychology program faculty.

Step 3—School Psychology program faculty will determine if the complaint is substantively supported by the evidence presented at a specially called meeting. If he/she chooses, the student can attend to explain the situation. Upon considering all the information, the program faculty will vote on the proposal to dismiss the student. If the majority agrees, then the information will be submitted to the Department Chair of Educational Psychology and Leadership for review and action.

Step 4—Upon review of the documentation, the Department of Chair of Educational Psychology and Leadership may choose to send the complaint back to Step 2 for the development of corrective action or may send the dismissal proposal forward to the College of Education Dean.
Students dismissed from the School Psychology specialization may apply to other specializations within the Educational Psychology program.

**Appeal and Grievance Procedures**

Graduate student appeals/grievances originating within the College of Education are handled first within the specific program area, and if unresolved, appeals/grievances will be handled at the division and college level. If the issue is still unresolved, the student may file an appeal at the office of the Dean of the Graduate School. Formal appeals/grievances may be made only when alleged prejudice, arbitrary, or capricious action is involved. In all appeals/grievances, the burden of proof of unfair action rests with the student.

**Licensing, Certification, and Professional Organizations**

Because the School Psychology specialization is not accredited or approved by the National Association of School Psychologists, students must apply for licensure and certification rather than receive acceptance upon completion of their degree. Although school psychology faculty will assist students in this process, students cannot be guaranteed that their applications will be accepted. The Texas State Board of Examiners of Psychologists (http://www.tsbep.state.tx.us/licensed.html) governs the licensure as a Specialist in School Psychology. The National Association of School Psychologists (http://www.nasponline.org/certification/becoming_NCSP.aspx) governs national certification as a School Psychologists. Graduates of the School Psychology specialization are eligible to apply for both.

All students are encouraged to join the National Association of School Psychologists (http://www.nasponline.org) and the American Psychological Association (http://www.apa.org/). Students can benefit from the education provided by these organizations as well as opportunities for reduced rates for liability insurance, continuing education, and conference attendance.
Appendix A—Advising and Degree Plan Instructions

Educational Psychology Ph.D., School Psychology Specialization
Instructions for Seeking Advising

Student advising is an important factor in students’ educational development, and students are encouraged to regularly meet with their advisors to discuss degree planning, practical experience and research opportunities, and dissertation ideas. Although impromptu advising and exchanges that occur after class or outside of office hours (including email exchanges) can be beneficial, students should not rely upon this approach. Impromptu advising and exchanges typically occur without documentation and records that would provide a complete picture of the student’s situation and educational needs. Thus, miscommunication is a likely result. A hierarchy of advising experiences is provided below to assist students in determining what action they should take to get the information that they need. Students developing initial degree plans should follow the Degree Plan Instructions document.

1. Syllabi, handbooks, and program documentation (e.g., Raiderlink, program website, graduate school website).

Students with questions concerning course descriptions, School Psychology course schedules, comprehensive exam dates, required textbooks, last day to defend deadlines, etc. should avoid contacting their advisor unless they are unable to locate the information in program documentation or university websites. Students with concerns that relate to a specific course should work with the course instructor of record.

Students may contact their advisor if questions directed to an instructor of record have not been addressed within a reasonable period of time.

2. Electronic communication (email, text, instant messaging)

Electronic communication is reserved for questions that can be answered or addressed immediately following receipt of the message (e.g., scheduling or cancelling an appointment, volunteering to serve on a committee, requests for CV examples, etc.) and that cannot be answered through level 1 program documentation. Questions that involve knowledge of a student’s degree plan (e.g., how many hours do I need to take in the summer in order to graduate in December, is it okay that I’ve enrolled in EPSY 5331 and EPSY 5381 for the spring) should not be communicated electronically. Additionally,
questions that require a lengthy response (e.g., would you read my results and provide feedback) should not be asked via email.

3. Videoconferencing (Lync, Skype)

All videoconferencing should be scheduled in advance. At the time of scheduling (typically via email), students should not only identify their question(s)/concern(s) but also provide a copy of their current degree plan and any necessary additional documentation (e.g., completed degree plan change form, CV, etc.) in the case of academic advising or a copy of relevant articles, dissertation sections, and/or databases in the case of dissertation advising.

4. Office visit

All office visits should be scheduled in advance unless students are visiting during office hours. At the time of scheduling (typically via email), students should not only identify their question(s)/concern(s) but also provide a copy of their current degree plan and any necessary additional documentation (e.g., completed degree plan change form, CV, etc.) in the case of academic advising or a copy of relevant articles, dissertation sections, and/or databases in the case of dissertation advising. Students visiting during office hours should bring hard copies of the aforementioned documentation.

Below are examples of advising issues by advising experience type.

<table>
<thead>
<tr>
<th>Syllabi, handbooks, and program documentation (e.g., Raiderlink, program website, graduate school website).</th>
<th>Electronic communication (email, text, instant messaging)</th>
<th>Videoconferencing (Lync, Skype) or Office Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking deadlines and dates set by the Graduate School</td>
<td>Scheduling meetings, confirming appointment/class times, rescheduling appointments</td>
<td>Seeking initial and continuing degree planning and course selection</td>
</tr>
<tr>
<td>Looking up course offerings by semester and weekday</td>
<td>Volunteering for service or research tasks</td>
<td>Discussing of dissertation topics</td>
</tr>
<tr>
<td>Identifying instructors of record</td>
<td>Sharing information that does not change program status (e.g., name change, absence from program activity, etc.)</td>
<td>Sharing information that changes program status (e.g., failing grade discussion, change of program discussion, etc.)</td>
</tr>
<tr>
<td>Looking up comprehensive examination dates</td>
<td>Asking questions that can be immediately answered upon receipt (e.g., is the research team meeting today)</td>
<td>Discussing of dissertation/research sections, including statistical analyses</td>
</tr>
<tr>
<td>Seeking forms, including degree plan change, intent to graduate, dissertation announcement, etc.</td>
<td>Requesting the advisor’s CV, recent articles, or templates/examples</td>
<td>Requesting reference letters and recommendations*</td>
</tr>
</tbody>
</table>

*Requests for references should be accompanied by the student’s CV and/or résumé, the position/scholarship announcement or description, and a brief written summary of the student’s skills and experience related to the position/scholarship.
Understanding and following the spirit of the advising instructions will help to ensure that all students will have access to attentive, focused advising. Students who do not comply with the advising instructions will be redirected to the current document and informed of the appropriate action to take. Continued advising requests and demands that fall outside the instructions will lead to termination of the advising relationship.
Educational Psychology Ph.D., School Psychology Specialization
Degree Plan Instructions

All students are required to file a degree plan with the Graduate School prior to their second year of coursework. Students work with their advisors to develop a degree plan that provides a specialized plan for coursework, practical experiences, and the dissertation. This document describes the process of degree plan development. Students should follow the guidelines listed below prior to contacting their advisor.

1. Students will prepare a draft of their degree plan to present to their advisor prior to their second year of enrollment. The initial draft should include required courses listed in the School Psychology Specialization Handbook (See attachments for degree plan draft for students entering with a bachelor’s degree and degree plan draft for LSSP cohort students).
2. Students will list areas of interest and alternative courses that they would like to add to their course of study in a Word document.
3. Students will list courses and/or experiences that they would like to delete from the initial course of study and replace with alternate courses and/or experiences in a Word document.
4. Students with transfer credit will list in the “Transfer Courses” section of the degree plan graduate level courses completed within the past 7 years with a “B” or better grade that are equivalent to existing TTU courses. Students will transfer courses equivalent to TTU courses will delete up to 30 hours of required coursework from the degree plan.
5. Students who wish to petition for transfer of graduate level coursework with a “B” or better completed more than 7 years before admission will identify the coursework and evidence of ongoing related employment and/or research experience in a Word document.
6. Students will provide copies of all transcripts and related documentation (e.g., syllabi, employment record).

Due to the specific requirements for coursework and related experiences set forth by the Texas State Board of Examiners of Psychologists (TSBEP) and the National Association of School Psychologists (NASP), changes to the specialization course sequence are often limited. However, modifications in the areas listed below may be considered. Although students’ needs are considered in the advising process, students should recognize that modifications to the degree plan are based on the advisor’s judgment of what constitutes the best educational experience and not what is simply most convenient to the student or the student’s schedule. Additionally, students who choose to make substitutions should recognize that precedent for TTU students’ licensure by the TSBEP is based on the traditional degree plan. The student is responsible for contacting the TSBEP to evaluate any repercussions for licensure eligibility.

1. Students’ coursework in research and statistics may be tailored to their research interests. For example, students may complete a seminar in advanced issues related to single subject design to complete their advanced data analysis requirement. Or, students may fulfill this requirement by completing a research study with supervision by their advisor in a Research 7000 course.
2. Students not interested in becoming certified as behavior analysts may consider replacing ABA III and IV with coursework in other interventions, such as counseling or individual studies in interventions guided by their advisor.
3. Students may choose an equivalent course in the same area. For example, a course in exceptional children may replace the dysfunctional behavior requirement. Or, counseling techniques may be more appropriate than counseling theory depending on the student’s undergraduate and/or graduate coursework and/or practical experience.

Students will bring the aforementioned documentation to their scheduled degree plan development meeting with their advisor. Following the meeting, students will revise their degree plan draft based on their advisement and attach a revised copy to the advisor in an email. The advisor will electronically sign the document when it is determined to meet university, college, and program requirements. The advisor will send the signed document to the College of Education advising office at gradforms.educ@ttu.edu and will copy the student. The advising office will then forward the document to the Graduate School. After two weeks, students are encouraged to contact the Graduate School to ensure that their degree plan has been received and filed.
Appendix B—Course Transfer Approval Worksheet

SCHOOL PSYCHOLOGY SPECIALIZATION, EPSY Ph.D.
Course Transfer Approval
A maximum of 30 graduate level hours completed with a “B” or better may be transferred. Complete this form to determine course equivalency.

<table>
<thead>
<tr>
<th>University</th>
<th>NASP and/or APA Approved Program?</th>
<th>Course Name and Number</th>
<th>Equivalent TTU Course Number</th>
<th>NASP Standards Addressed By Course</th>
<th>If course title is unclear, describe how the course objectives align with NASP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASP</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASP</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASP</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASP</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASP</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NASP</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Were any of the listed courses completed 7 or more years ago? YES NO

If yes, please list the course and indicate a rationale for the equivalency of each (check all that apply)

Course Name and Number ____________________________

Since completing the course:

- The student has maintained licensure without incident □
- The student has maintained employment or practice in the field of study □
- The student has provided evidence of continuing education in the field of study □
Course Name and Number _________________________________________

Since completing the course:

The student has maintained licensure without incident □
The student has maintained employment or practice in the field of study □
The student has provided evidence of continuing education in the field of study □

Course Name and Number _________________________________________

Since completing the course:

The student has maintained licensure without incident □
The student has maintained employment or practice in the field of study □
The student has provided evidence of continuing education in the field of study □

Course Name and Number _________________________________________

Since completing the course:

The student has maintained licensure without incident □
The student has maintained employment or practice in the field of study □
The student has provided evidence of continuing education in the field of study □
## Appendix C— Research Application Scoring Rubric

Research Application Scoring Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory &lt;3</th>
<th>Proficient 3-4</th>
<th>Exemplary 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>The study’s rationale has no basis in practice</td>
<td>The study’s rationale is based on a practical need</td>
<td>The study’s rationale is based on a timely, practical need of great interest to the field</td>
</tr>
<tr>
<td>Connection between theory and practice</td>
<td>The study focused on only theory or practice but failed to integrate the two</td>
<td>The study integrated theory and practice in a manner that contributes to the field</td>
<td>The study integrated theory and practice in a novel manner that uniquely contributes to the field</td>
</tr>
<tr>
<td>Practical implications</td>
<td>Practical implications are omitted or not based on the study’s findings</td>
<td>Practical implications are provided and based on the study’s findings</td>
<td>Practical implications are provided, based on the study’s findings, and offer innovative insights for the field</td>
</tr>
</tbody>
</table>