



TEXAS TECH UNIVERSITY™

**Educational Psychology
MEd Program**

**School Psychology
Concentration**

2023 SPECIALIST-LEVEL COHORT STUDENT HANDBOOK

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Special Circumstances & Current Events

As we cope with and adapt to the evolving nature of the COVID-19 pandemic, related school closures, and shifts to virtual learning, the TTU School Psychology faculty reserve the right to adjust requirements and assignments based on available information and student performance. However, our guiding principles will be flexibility and accommodation, while we remain committed to our priorities of high-quality training experiences, and the health and safety of our students, as well as the students, teachers, staff, and families at their placements.

School Psychology in Texas

To practice school psychology in the State of Texas, an individual must become licensed as a Specialist in School Psychology (LSSP) by the Texas State Board of Examiners of Psychologists (TSBEP). Rule 465.38, Psychological Services in the Schools, allows the LSSP to provide school psychological services in Texas public and private schools independently. 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, conducting behavioral assessments, and designing and implementing behavioral interventions and supports.”

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.

Texas Tech University’s Educational Psychology program was established in 1973, with the PhD replacing the EdD in 2004. Although much of the School Psychology coursework was offered in the early years of the Educational Psychology program, the School Psychology sequence was not formally instituted until 2010. The Texas Tech University Educational Psychology program offers the only doctoral level school psychology training in West Texas, or an area spanning approximately 84,000 square miles. The School Psychology Certificate was added to compliment the Master of Education in Educational Psychology (MEd) to train school psychologists at the specialist level in 2018 in response to the need

for mental health services and school psychologists not only locally and in the surrounding areas but also nationwide. Beginning in 2021, the School Psychology Concentration officially became a 62-hour master's program.

Philosophy, Goals, and Objectives of the School Psychology Concentration

The School Psychology Concentration prepares students for evidence-based practice, defined as the “conscientious, explicit, and judicious use of the best available research evidence to inform each stage of clinical decision making and service delivery” (Canadian Psychological Association Task Force, 2012, p. 7) and to critically evaluate these practices to ensure effective outcomes for their clients. The Concentration trains students to provide research-based services which meaningfully benefit children, families, schools, teachers, and communities, students are mentored in the field to simultaneously engage in the provision of psychological services in educational settings and evaluate each stage of service delivery. This is accomplished through community and school-based experiences that accompany coursework at each year of study. These experiences are carefully and uniquely guided by university supported clinical staff and researchers who facilitate partnerships across area schools, especially those in rural communities without access to comprehensive and integrated school psychological services.

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. The field of educational psychology emphasizes knowledge of psychology but also knowledge of the methodology and research tools that are needed to answer important questions in the field of education. The additional emphasis or Concentration 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 P-12 school context. Due to their strong research background and understanding of psychological theory, students trained in a scientist-practitioner model are able to address questions that arise in their practice by accessing the current research base and monitoring and evaluating elements of their practice. Thus, the School Psychology Concentration of the Educational Psychology MEd program does not separate research from practice. Instead, the program prepares scientist-practitioners embedded in P-12 situations and contexts.

Overarching Goals and Objectives

1. To produce graduates who are competent scientist-practitioners.

Objective 1: Graduates will use educational psychology theories and concepts to explain and address educational issues and provide a psychological-based account for maximizing learning in a given situation.

Objective 2: 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 3: Graduates will demonstrate competence in the practice of psychology (assessment and related diagnostic activities; intervention development, implementation, and evaluation; and consultation) across educational settings.

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 educational psychology, drawing from research in both education and psychology to engage in evidence-based practice.

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

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 disability awareness, knowledge, and skill to relate meaningfully to the individuals in their research and practice of psychology across educational settings.

Objective 8: Graduates demonstrate knowledge of individual differences and recognize the importance of limiting their research and practice of educational psychology to groups and cultures that they understand.

Objective 9: Students competently apply multicultural awareness to all facets of their research and practice of psychology (assessment and related diagnostic

activities; intervention development, implementation, and evaluation; and consultation) across educational settings.

Trademark Outcomes

The School Psychology Concentration prepares students to become school psychologists not only capable of providing the full range of professional services but effectively designing and/or implementing evidence-based interventions. The Concentration 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 Concentration 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, Concentration graduates will possess distinctive skills that are highly valued by employers of school psychologists.

Distinctive Skills

The School Psychology Concentration of the Educational Psychology Program emphasizes the design, implementation, and investigation of evidence-based prevention and intervention practices to address student learning, social-emotional development, behavioral performance, instructional methodology, school practices, and classroom management among all P-12 students.

Throughout their training in the Concentration, school psychology trainees complete curricular and practical activities to develop the following skills needed to become competent school psychologists:

Foundations

- 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, as well as to inform interventions.
- School psychologists apply theoretical frameworks to define child problems and examine discrepancies from typical samples to develop hypotheses about academic and social/emotional behavior.

Assessment, Intervention, and Consultation

- 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, behavioral, and social-emotional interventions and address issues of fidelity and ongoing monitoring at each tier of the Multi-tiered System of Support (MTSS) framework.
- School psychologists use an evidence-based consultation model to develop a consultation plan to implement and monitor interventions.

Response to Intervention

- School psychologists implement intervention plans using evidence-based consultation models that improve student academic, behavioral, and/or social-emotional well-being.
- School psychologists regularly monitor (i.e., collect, analyze, and interpret data) results of implemented interventions.
- School psychologists modify interventions that do not yield expected results through the integration of data, research, and theoretical foundations.

School Psychology Faculty and Staff

The School Psychology Concentration is comprised of four core members: Joy Wang, PhD; Tara Stevens, EdD; Stephanie Barbre, PhD, and Christy Chapman, PhD. These individuals make decisions for the Concentration and serve as advisors for school psychology students. Christy Chapman, PhD is the Director of Clinical Training Experiences, and Stephanie Barbre, PhD, serves as the program director and coordinates the program. The School Psychology Concentration is also supported by other faculty members and adjunct instructors from the Educational Psychology program who teach courses required in the School Psychology Concentration course sequence.

Admission to the School Psychology Concentration

Students with bachelor's and/or master's degrees in psychology, education, human development, and related fields tend to be prepared for graduate work in school psychology. Applicants from other backgrounds may require leveling coursework. Applications are reviewed holistically by the Concentration's faculty and staff after meeting Graduate School approval.

The Educational Psychology MEd with a School Psychology Concentration 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 résumé)
 - Educational background
 - Specialized training and licensure/certifications
 - Work experience
 - Conference presentations
 - Awards, fellowships, and scholarships

- Writing Sample
 - Sample publication
 - Section of research paper or proposal
 - De-identified professional writing sample

- GRE scores
 - Required for admission (TTU Graduate School has waived the GRE requirement for 2022-23 academic year applications)
 - Must be no older than 5 years
 - No cut point is set for scores

- Transcripts
 - Transcripts from all institutions attended should be submitted, including TTU
 - No cutoff has been set for the GPA in order to be reviewed
 - 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

- Two letters of recommendation
 - Applicants should select two recommenders who are only involved with the student in a professional capacity.
 - The recommenders should provide objective and professional knowledge of the prospective student's academic performance and his/her experience working in education, in school settings, and/or with children.

Although a criminal background check is not required for the Educational Psychology Program and School Psychology Concentration admission, prospective students should be aware that participation in practicum and internship activities and eligibility for licensure are dependent upon a criminal background investigation. Public schools and clinics will conduct such investigations, including fingerprinting, prior to placement. At the completion of the School Psychology

Concentration, a criminal background investigation is conducted by the Texas State Board of Examiners of Psychologists when students apply for licensure.

“The Board may revoke or suspend an existing valid license, disqualify a person from receiving or renewing a license, or deny to a person the opportunity to be examined for a license due to a felony or misdemeanor conviction, or a plea of guilty or nolo contendere followed by deferred adjudication, if the offense directly relates to the performance of the activities of a licensee and the conviction directly affects such person's present fitness to perform as a licensee of this Board.”

The School Psychology Concentration employs a cohort approach to the training of school psychologists. Cohorts are defined as a group of students who begin a program of study together and share the same sequence of classes, faculty members, and instructional activities toward the completion of a specific degree. Students admitted to the School Psychology Concentration are assigned to a cohort that begins its program of study in the Fall semester of each academic year.

Within the School Psychology Concentration (MEd program) and Track (doctoral program), the faculty to student ratio is targeted at 1:12 to meet high expectations for student guidance, advising, supervision, and placement; therefore, student positions are limited. The Concentration admits up to ten to twelve (10-12) MEd and Certificate Only students per cohort depending upon program availability to advise students. At times, due to increased student enrollment, the program may indicate unavailability to accept students. Applications are reviewed during the Spring for admission the following Fall semester. Reviews are ensured for applications submitted before the deadline. Applications are due mid-March (please check the program website for specific due dates). Applications submitted after the deadline will be considered on a case-by-case basis depending upon space availability. In the event that spaces in a cohort are still available after the review cycle, a Summer review cycle may open. Applicants are encouraged to contact the program director should they have interest to be considered for summer review. All candidates will start their program of study in the following Fall semester as a cohort.

Candidates must decide to accept or deny an offer and sign the Intent to Attend letter by April 15. Candidates who do not submit the Intent to Attend letter by April 15 will be moved to the bottom of the waitlist. A second round of offers will be sent out to candidates on the waitlist if some candidates declined their admission offer or did not respond to the admission offer. Admission offers will be considered declined by the student if a response is not received by April 15.

Students admitted to other Concentrations in the Educational Psychology program who are interested in changing their Concentration 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 director for inquiries related to student positions available each semester.

Upon admission, students will be assigned an initial, temporary advisor to assist with financial support applications, registration, and orientation. New student orientation is required at the beginning of the program of study and will be announced to students via TTU email accounts in advance.

Research Assistantships and Student Financial Support

Graduate assistantships and fellowships are usually reserved for doctoral students. However, at times, master's students have received these financial support awards. Students interested in assistantships and other financial support should submit applications with the assistance of their initial, temporary advisor. Assistantships and financial support are not guaranteed although the majority of students who apply before December 1 and are admitted to the program receive some form of support. Research assistantships are competitive and typically awarded to returning doctoral level students. **To ensure eligibility for graduate assistantships, fellowships, and scholarships, prospective students should submit their application for admission on or before December 1.** The links below provide information concerning student financial support.

[Graduate School Financial Support](#)

[Jones Fellowship Program](#)

[College of Education Scholarships and Support](#)

Concentration Course Sequence and Coursework

The School Psychology Concentration course sequence is comprised of 60 hours of coursework. Students must also complete 2 semester credit hours of internship, which supports a 1200-hour internship placement, prior to graduation for a total of 62 hours. The Concentration is not presently approved or accredited by the National Association of School Psychologists (NASP) or the American Psychological Association (APA). However, the Concentration is aligned to NASP standards, thereby offering a path for graduates and program completers to apply for the Nationally Certified School Psychologist (NCSP) credential for graduates of Non-NASP-Approved school psychology programs. Furthermore, the APA recently developed standards of accreditation for master's degrees in health service psychology, and although the standards have not yet been implemented by APA, the Concentration's requirements exceed those of APA's standards of accreditation for master's programs in health service psychology. NASP approves school psychology programs at the doctoral and specialist levels only, thus the Concentration is considered a school psychology program at the specialist-level in that the MEd combined with the Certificate requires completion of 62 semester credit hours at the graduate level, which is equivalent to the specialist-level training of school psychologists by NASP standards.

All requirements must be completed to be eligible for licensure as a licensed specialist in school psychology (LSSP). Students are strongly encouraged to follow the course sequence as School Psychology Concentration-specific courses will only be taught in designated semesters. Students should plan to meet with the program director prior to registering at each semester to obtain specific course record numbers (CRN) for enrollment and to address other advising tasks.

School Psychology Concentration – Course Sequence

Fall	Spring	Summer
Year 1, 2023-24		
EPSY 5379 (D) <i>Introduction to Educational Research</i> EPSY 5389 (W) <i>Individual Intelligence Testing: School Psychology</i> EPSY 5390 (W) <i>Ethics, Standards, & Best Practices in School Psychology</i> EPSY 5396 (D) <i>Biological Bases for Learning Behavior</i>	EPSY 5332 (D) <i>Educational Psychology & Learning</i> EPSY 5356 (W) <i>Educational & Psychological Assessment & Decision Making</i> EPSY 5380 (D) <i>Introduction to Educational Statistics</i> EPSY 5391 (W) <i>Assessment & Interventions in Schools</i>	EPSY 5360 (I) <i>Practical Educational Program Evaluation</i> EPSY 5349 (I) <i>Advanced School Psychology Assessment & Intervention of Child & Adolescent Psychopathology</i>
Year 2, 2024-25		
EPSY 5392 (C) <i>Practicum in School Psychology: Specialist I</i> EPSY 5393 (W) <i>Counseling Interventions for School Psychologists</i> EPSY 5395 (D) <i>Consultation in Schools</i> EPSY 5398 (W) <i>Social Bases of Behavior</i>	EPSY 5323 (W) <i>Cultural Foundations of Education</i> EPSY 5331 (D) <i>Human Development in Education</i> EPSY 5392 (C) <i>Practicum in School Psychology: Specialist II</i> EPSY 5394 (W) <i>Advanced Evidence Based Interventions</i>	EPSY 5340 (D) <i>History & Systems in Educational Psychology</i> EPSY 5349 (I) <i>Advanced Academic Assessment & Intervention in Schools</i> Take the Praxis School Psychologist Examination
Year 3, 2025-26		
EPSY 5093 (C) <i>Internship in Education: School Psychology Specialist I (1 hour)</i>	EPSY 5093 (C) <i>Internship in Education: School Psychology Specialist II (1 hour)</i> Complete Requirements for Master’s Comprehensive Examination Take the Jurisprudence Examination Graduate with MEd in Educational Psychology	

Course modality: F = Face to Face; D = Distance-based, 100% online; W = Weekend Face to Face; I = Intensive Summer Face to Face, C = Clinical, field-based
 More than 50% of the coursework must be completed face-to-face on the Lubbock campus, exclusive of EPSY 5093 and 5392
 EPSY 5093 and 5392 are considered *unorganized* and are not factored into the on-campus ratio requirement

Course Scope & Sequence

The Concentration sequence must be completed sequentially as prescribed above. Special requests for deviation from the sequence may be directed to the Director of School Psychology but will not be granted without written request along with a rationale or explanation for the request.

Transfer Credit

Students may transfer up to 6 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, catalog course descriptions, and transcripts prior to completion of the first semester of Concentration coursework, along with a rationale for the request. Coursework must match a comparable Texas Tech course and can only 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](#)). Course substitutions on a student's degree plan are permitted with advisor approval. Petitioning for a course substitution follows the same process as transfer requests.

Course Formats

The School Psychology Concentration is considered a face-to-face program as greater than 50% of the organized coursework is provided on campus in the classroom with instructors and student present, and quality, direct supervision of students is highly valued. However, course formats and scheduling have been planned to accommodate professionals working in educational settings and those unable to relocate to the Lubbock area. Typically, students living outside of the Lubbock area can complete the course sequence by traveling to campus for scheduled weekend courses up to six weekends each semester, participating in courses that meet online, and attending two, week-long intensive courses in the summers. These formats are briefly described below.

Note. Students should consider that one hour of graduate course credit is considered to correspond to one hour of time in class and three hours outside of class devoted to preparation and assignments (when students expect to earn an A for their work) per week. Therefore, for students to perform well in classes, they should expect to invest at least nine hours per week of work per class outside of class meeting times. For students enrolled in 12 hours per semester, this corresponds to approximately 36 weekly hours of investment and dedication to the program.

Weekend Face-to-Face Courses (W)

Weekend face-to-face (W) courses (3 credit hours) are usually offered across four (4) Friday-Saturday weekends during a semester. These are intensive courses that are supported through mandatory remote learning activities between class meetings. For example, when two courses are offered, students will attend course 1 on Friday afternoon/evening and course 2 on Saturday morning/afternoon.

Summer Intensive Courses (I)

Summer intensive (I) courses (3 credit hours) are offered two weeks during the summer sessions (typically the third week in June and the third week in July). These are intensive courses that are supported through mandatory remote learning activities between class meetings.

Online Courses (D)

Distance-based, 100% online (D) courses comprise less than half of the organized, required Concentration coursework. Although offered electronically so that students may attend from a distance, courses may involve some level of synchronous activity. This means that

students are required to attend at their computers at specific, predetermined times in addition to working independently. All online courses require regular attendance and participation and may or may not be self-paced.

Clinical Courses (C)

Clinical, field-based (C) courses are required during years two and three of the Concentration. Course assignments are embedded into the practicum courses and require access to school-based settings working directly and indirectly with students, families, and educators. For students that complete their practicum and internship requirements in school systems in which they are employed, a written statement from the school district must be provided which documents the district's consent to allow the trainee release time to complete assignments or acknowledgement that the student's assignments are included in the employee's job responsibilities under qualified supervision.

Attendance

The School Psychology program faculty and staff are committed to student growth and the development of the field. Therefore, faculty and staff work to support all students, even when students work full-time and/or do not live in the Lubbock area. Namely, many courses are available in alternative formats, including weekends, summer intensive sessions, and online. Although weekend and summer intensive formats allow for greater flexibility in students' schedules, the intensive format limits flexibility in student absences. A missed Saturday, for example, can equate to three weeks of missed class sessions when compared to a traditional face-to-face course taught across a long semester. Before registering for these courses, students are **STRONGLY URGED** to clear their travel and personal event schedules. That is, if a course is arranged during one or two concentrated weeks or on weekends, all students must be available for those weeks or sessions. Exceptions cannot be made for family events, vacation travel, and the like. Emergencies and exceptional circumstances are handled on a case-by-case basis by the course instructor. Students should always refer to the course syllabus for attendance requirements.

Practica

Students enroll in practicum courses that formally require 13-15 hours of supervised placement in a school setting. Students may also be required to work on projects or cases as part of coursework. Due to the increasing demands for skill integration and autonomy as candidates advance through field placements, candidates must successfully complete and pass related coursework and the prior practicum before moving to additional coursework and subsequent field-based experiences (Practicum II, Internship). For example, students enrolled in EPSY 5392 Practicum in School Psychology are required to have passed EPSY 5389, 5390, 5356, and 5391 with a B or better. Students are also required to have passed similar courses such as EPSY 5395 or be concurrently enrolled. Students should read the School Psychology Field Placement Handbook for all policy and procedures related to practica as well as further description of activities.

The School Psychology Concentration assists area students in locating appropriate practicum sites and supervision. Although students living outside of the Lubbock area are

responsible for arranging practicum sites and supervision in their communities, the Concentration will help to communicate requirements and support supervision as feasible and appropriate. Students outside of Lubbock are encouraged to investigate practicum opportunities prior to committing to the program.

Praxis

The School Psychology Concentration utilizes the [ETS Praxis School Psychologist examination](#), which is also required for licensure as a specialist in school psychology in Texas, as a pre-requisite for the internship for students in the MEd program. The Praxis test helps school psychology candidates demonstrate their knowledge of content and professional practice. A new Praxis School Psychologist exam became available beginning September 1, 2022, to align with the NASP 2020 Professional Standards. In order to be eligible for internship, students must obtain a score of 155 or above on Praxis Exam #5403. Candidates are required to request that ETS send their official Praxis score reports to Texas Tech University, NASP, and the TSBEP. When registering to take the Praxis examination, students need to add these three recipients to send scores to as additional fees may be added to send score reports after the initial registration. Students are not permitted to begin internship until they pass the Praxis examination.

Comprehensive Examination

The comprehensive examination requirements must be successfully completed prior to graduation with the MEd degree. The purpose of the comprehensive examination is to assess students' basic understanding of course content and applied decision making skills based on their knowledge of evidence-based practice.

Comprehensive Examination occurs during the final semester in the program, the second semester of internship. To apply for the Comprehensive Examination, students will complete the [College of Education application](#) for the comprehensive examination at the beginning of the final Spring semester, which can be found on the college website. The second part of the Comprehensive Examination includes presentation of two case studies completed during the internship to the program faculty and students, along with presentation of the student's portfolio completed during the internship. While program faculty and other students are invited to the case study presentations, these products will be graded by the EPSY 5093 Internship instructor of record. More details about the case study requirements can be found in the TTU School Psychology Field Placement Handbook and the syllabus for EPSY 5093.

Students who fail the Comprehensive Examination on their first attempt must take the Comprehensive Examination at the next available date. A second failure results in removal from the Concentration and discontinuation of the program.

Internship

The school psychology internship is the culmination of training as a school psychologist. Students complete a 1200-hour internship in school psychology, 600 of these hours must

be within a school setting. Internships must be completed full-time within 10 months or within two years if completed on a part-time basis. A school setting is one where the primary goal is the education of P-12 students of all 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. Regardless of whether full-time or part-time, the intern must spend at least 25% of his or her time in providing direct (face-to-face) psychological services to clients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 300 hours out of the 1200 specialist internship hours.

All internships require at least 2 hours per week of direct (i.e., face-to-face, individualized) supervision by a field-based supervisor and additional individual and group supervision as determined necessary by the university supervisor and/or site 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 practicing school psychology as a licensee without supervision. Field-based supervisors in settings other than public schools must be appropriately credentialed in the area of specialization (i.e., Board Certified Behavior Analyst, Licensed Psychologist). 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.

School Psychology Concentration faculty will offer assistance with securing an internship site. However, students are ultimately responsible for locating and securing their internships. Furthermore, internship sites and supervisors must be approved by the Concentration before accepting a placement. Students should read the School Psychology Concentration Field Placement Handbook for all policy and procedures related to internships.

Evaluation of Student Progress and Continuation

Student performance is evaluated throughout the program of study. At the end of each calendar year, students will submit a report of their progress to their advisor. 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 Concentration. Prior to entry into new phases of study and practice, students must demonstrate that they have acquired specified levels of competency and disposition. Students will not be permitted to continue in the program if they fail to demonstrate expected mastery and competency approximating independent practice. Additionally, students are expected to disclose to the program any incidents or behavior that would pose or increase the risk of harm during their training and supervised practice. Students who fail to meet specified criteria for progress will not be permitted to continue in the program unless a program of remediation (developed by the program director and student's advisor) is successfully completed. The chart below provides an overview of coursework and application of coursework as well as their relationship to state and national standards.

Coursework Relationship to State and National Standards

Course	TSBEP ¹ Requirement	NASP ² Domain
EPSY 5093 Internship	Internship	Internship
EPSY 5323 Cultural Foundations of Education	Multi-cultural Bases of Behavior	Domains 3, 4, 7, 8
EPSY 5331 Human Development in Education	Child or Adolescent Development	Domains 3, 4, 5, 7, 8
EPSY 5332 Educational Psychology & Learning	Human Learning	Domains 3, 4, 5, 6, 7, 8
EPSY 5340 History & Systems in Educational Psychology	Organization and Operation of Schools	Domain 10
EPSY 5356 Educational & Psychological Assessment & Decision Making	Socio-emotional, including Behavioral and Cultural Assessment	Domain 1
EPSY 5360 Practical Educational Program Evaluation	Research and Statistics	Domains 5, 9
EPSY 5380 Introduction to Educational Statistics	Research and Statistics	Domain 9
EPSY 5389 Individual Intelligence Testing	Psychoeducational Assessment	Domain 1
EPSY 5390 Ethics, Standards, & Best Practices in School Psychology	Professional, Legal, and Ethical Issues	Domain 10
EPSY 5391 Assessment & Interventions in Schools	Classroom Management; Behavior Management	Domains 1, 2, 4, 6, 7, 8, 9
EPSY 5392 Practicum in School Psychology	Practicum	Practicum
EPSY 5393 Counseling Interventions for School Psychologists	Counseling	Domain 4
EPSY 5394 Advanced Evidence Based Interventions	Counseling	Domain 4
EPSY 5395 Consultation in Schools	Consultation	Domains 2, 5, 6, 7
EPSY 5396 Biological Foundations of Educational Problems	Biological Bases of Behavior	Domains 3, 4
EPSY 5398 Social Bases of Behavior	Social Bases of Behavior	Domains 1, 3, 4, 5, 6, 7, 8, 9, 10
EPSY 5349 Advanced Academic Assessment & Intervention in Schools	Instructional Design	Domains 1, 2, 3, 4, 5, 7, 9
EPSY 5349 Advanced School Psychology Assessment & Intervention of Child & Adolescent Psychopathology	Psychopathology or Exceptionalities; Socio-emotional, including Behavioral and Cultural Assessment	Domains 1, 8
EPSY 5379 Introduction to Educational Research	Research and Statistics	Domain 9

¹Texas State Board of Examiners of Psychologists ²National Association of School Psychologists

Coursework and Minimum GPA Requirement

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

earn either an “A” or “B.” Students should note, however, that although the Concentration recognizes the replacement, the initial course grade will remain on students’ transcripts and will be used to calculate overall GPA. Students’ grades are reported to the School Psychology Program Director at the end of each semester. Scores are recorded in the School Psychology Assessment Database 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 Concentration’s goals.

Probation and Dismissal from the School Psychology Concentration

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

Students working through corrective action are considered to be on “program 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 Concentration 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 unprofessional behavior
4. Failure to disclose incidence(s) or behavior that may pose potential or foreseeable risk for liability in professional practice

5. Lack of resolution of probationary issues

The steps below detail the dismissal process and protections.

Step 1—A faculty member within the School Psychology Concentration or Educational Psychology program submits a written complaint to the School Psychology Concentration Program Director and faculty, which is copied to the student. The complaint will state the concern and recommendation for Concentration dismissal. The complaint will only be shared with the School Psychology Concentration Program Director and faculty.

Step 2—The Program Director 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 Director, or both are substantively involved in the complaint, the Program Director will appoint a faculty member(s) to replace the invested individual(s). The Program Director 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 Director 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 recommend that the Graduate School 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 Chair of Educational Psychology and Leadership may find evidence to dismiss the complaint, send the complaint back to Step 2 for the development of corrective action, or may indicate agreement with the program decision.

Students may be placed on probation or suspended by the Graduate School for failing to meet minimum GPA requirements. For other reasons for immediate dismissal, students should refer to the Graduate School and Student Code of Conduct.

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 Concentration 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) (<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) (http://www.nasponline.org/certification/becoming_NCSP.aspx) governs national certification as a School Psychologist. Graduates of the School Psychology Concentration are eligible to apply for both.

All students are encouraged to join the [National Association of School Psychologists](http://www.nasponline.org) (<http://www.nasponline.org>), the Texas Association of School Psychologists (<http://www.txasp.org>), the [American Psychological Association](http://www.apa.org/) (<http://www.apa.org/>), and Division 16 of the APA. 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, School Psychology 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. 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.

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 register 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 their 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 (Skype, Zoom)

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, manuscript/report sections, and/or databases in the case of research 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, manuscript/report sections, and/or databases in the case of research advising. Students visiting during office hours should bring hard copies of the aforementioned documentation.

Below are examples of advising issues by advising experience type.

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

*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.

Appendix B—Course Transfer Approval Worksheet

SCHOOL PSYCHOLOGY Concentration, EPSY MED Course Transfer Approval

A maximum of 6 graduate level hours completed with a “B” or better may be transferred. Complete this form to determine course equivalency. Submit transcripts, course catalog descriptions, and syllabi.

University	NASP and/or APA Approved Program?	Course Name and Number	Equivalent TTU Course Number	NASP Standards Addressed by Course	If course title is unclear, describe how the course objectives align with NASP Standards
	NASP YES NO APA YES NO				
	NASP YES NO APA YES NO				

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