



TEXAS TECH UNIVERSITY™

**Educational Psychology
Program**

School Psychology Track

2018-2019 DOCTORAL STUDENT HANDBOOK

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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 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 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 use

the title of “school psychologist” in the State of Texas, a doctoral degree with the title or Track of school psychology is required in addition to licensure as a psychologist.

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 Track coursework was offered in the early years of the Educational Psychology program, the Track was not formally instituted until 2010. The Texas Tech University Educational Psychology program offers the only Ph.D. level Track in School Psychology in West Texas, or an area spanning approximately 84,000 square miles.

Philosophy, Goals, and Objectives of the Track

The School Psychology Track of the Educational Psychology Ph.D. program at Texas Tech University 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 and investigate these practices to not only ensure effective outcomes for their clients but to also disseminate meaningful contributions to the field. Because the Track’s goal is to produce research which meaningfully benefits children, families, schools, teachers, and communities and that is ultimately viewed as credible by clinicians, 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 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. 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 Track 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, 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 Track of the Educational Psychology Ph.D.

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

Distinctive Skills

The School Psychology Track 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 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 social-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.

Phase IV Emphasis

- School psychologists develop research questions based on their practical experiences and related consultation.
- School psychologists conduct applied research using quantitative and qualitative methodologies in an ethical and responsible manner.
- School psychologists disseminate their work to support high quality service delivery across the field.

Research Application Experiences

As students advance through the track, they participate in applied research experiences related to problems identified by school administrators, teachers, parents, and educational professionals concerning the challenges and effectiveness of school psychology practice. Research can occur at an individual level or at a school/agency level. Effective practice is guided by quality assessment, knowledge of context and culture, and understanding of developmental and cognitive theory. Thus, research application experiences are projects that may be foundational or intervention-based but that always address questions posited by scientist-practitioners.

Students have the opportunity to engage in a research application experience during each year of their study. The experiences are guided by School Psychology faculty members based on data collected from practicum and internship evaluations (Phase Assessments) and through communications with partners and collaborators across related fields. 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. The research application experience will be embedded in the practicum for each phase of study.

Students must demonstrate their ability to conduct and communicate research designed to improve practice and child outcomes before advancing to the dissertation phase of study. This is accomplished by students' successful submission and dissemination (i.e., publication or presentation) of their work 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. Presentations may include papers, posters, or roundtable discussions.

Upon completion of a research project, students prepare a proposal for publication or presentation based on the requirements of the targeted journal or conference and submit this to their faculty advisor/committee chairperson for review. Students should be sure to allow enough time for review and revision to meet conference proposal and any journal submission deadlines. After approval from their faculty advisor/committee chairperson and a "proficient" score on all areas of the "project quality and contribution" sections of the Research Application Scoring Rubric (see Appendix C), students must complete one of the following:

1. Submit his/her work as a single author to a peer-reviewed journal; the work is accepted and published.
2. Submit the work of a research team as a first author to a peer-reviewed journal; the work is accepted and published, the student presents the paper to the School Psychology Track, and the student receives a "proficient" average score on the Research Application Scoring Rubric "presentation" section (see Appendix C).
3. Submit his/her work as a single author to a peer-reviewed conference; the work is accepted and presented as either a paper, poster, or roundtable discussion.
4. Submit the work of a research team as a first author to a peer-reviewed conference; the work is accepted and presented as either a paper, poster, or roundtable discussion, the student successfully presents the work as a paper to the School Psychology Track, and the student receives a "proficient" average score on the Research Application Scoring Rubric "presentation" section (see Appendix C).
5. Submit work as a single author or as first author for a research team to either a Level I journal or Level I conference (see Appendix D for a list of Level I journals and conferences); the work is not accepted but the student successfully presents the work as a paper to the School Psychology Track and receives a "proficient" average score on the Research Application Scoring Rubric "presentation" section (see Appendix C).

Although all students are strongly encouraged to present their work to the School Psychology Track, this is required only of those whose work was completed as part of a collaboration or those whose work was not accepted for publication or presentation by a

Level I journal or conference. If students failed to receive faculty advisor/committee chairperson approval to submit their work and a “proficient” score on all areas of the “project quality and contribution” sections of the Research Application Scoring Rubric, they are not eligible to meet the Qualifying Examination requirement through paper presentation to the School Psychology Track and must prepare another submission. Students whose work was rejected by journals and conferences with very low rejection rates (i.e., not identified as Level I), are not eligible to meet the Qualifying Examination requirement through paper presentation to the School Psychology Track and must prepare another submission.

This process and “proficient” scores on the Research Application Scoring Rubric serve as the Doctoral Qualifying Examination.

School Psychology Faculty

The School Psychology Track faculty is comprised of two core members; Joy Wang, Ph.D. and Tara Stevens, Ed.D., L.S.S.P. These individuals make decisions for the Track and serve as advisors and dissertation chairpersons for school psychology students. Brook Roberts, M.A., L.S.S.P. serves as the Track’s clinical training director. The School Psychology Track is also supported by faculty members from the Educational Psychology program who teach courses required in the School Psychology Track course sequence.

Admission to the Program and Track

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. Applicants with bachelor’s degrees are encouraged to apply to the master’s program. Most Ph.D. students are selected from either the master’s program or school practice (i.e., already licensed as a specialist in school psychology or certified as a school psychologist), as successful applicants must demonstrate readiness for research at the Ph.D. level, and this is typically accomplished through the command of practice (i.e., licensure/certification) and the experience of participating in research (i.e., academic presentations and/or publications).

The Educational Psychology Ph.D. with a School Psychology Track 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 and to disseminate research findings to improve practice across the field. 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
 - Publications
 - Manuscripts in preparation
 - Awards, fellowships and scholarships
- Writing Sample
 - Sample of master's thesis
 - Sample publication
 - Section of research paper or proposal
- 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 December 1.

Within the School Psychology Track, 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 Tracks in the Educational Psychology Ph.D. program who are interested in changing their Track 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](https://www.depts.ttu.edu/gradschool/financial/aid.php)

(<https://www.depts.ttu.edu/gradschool/financial/aid.php>)

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

(<http://www.depts.ttu.edu/education/scholarships/helendevittjonesgrad/>)

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

(<http://www.depts.ttu.edu/education/scholarships/>)

Track Course Sequence, Coursework, and Transfer Credit

The School Psychology Track course sequence is comprised of 78 hours of coursework and 12 dissertation hours. Students must also complete at least 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 Track-specific courses will only be taught in designated semesters.

Students may transfer up to 30 hours of graduate level coursework if it was completed in the last 7 years with a grade of “B” or better. Students interested in transferring credit, typically those entering with a master’s or specialist’s degree in school psychology, should schedule an appointment with their advisor and must submit associated syllabi and transcripts prior to completion of the first year of Track coursework. Coursework completed at a NASP approved program is accepted if a match can be made to a

comparable Texas Tech course. Coursework completed outside of a NASP approved 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](#)).

Sample Degree Plan for Students Entering with a Bachelor's Degree

Fall	Spring	Summer
Year 1		
EPSY 5390 Ethics and Best Practices in School Psychology EPSY 5331 Human Development in Education EPSY 5389 Intelligence Testing (Assess I) EPSY 5385 Foundations of Educational Research (online)	EPSY 5356 Educational and Psychological Assessment and Decision Making II EPSY 5332 Educational Psychology and Learning EPSY 5391 Assessment and Interventions in Schools (Interventions I) EPSY 5392 Practicum (Phase I Assessment)	EPSY 5340 History and Systems EPSY 6349 Multicultural (Intensive Even Years)/EPSY 6349 Social Bases (Odd Years)
Year 2		
EPSY 5381 Intermediate Statistics EPSY 5392 Practicum (Phase II Assessment) Interventions II (Weekend) Advanced Assessment III (Weekend)	PSY 5301 Biological Bases EPSY 5392 Practicum (Phase III Assessment) EPSY 5395 Consultation and Supervision in Schools (Online or weekend) EPSY 6349 Cognition and Instruction (Online or hybrid)	EPSY 6349 Multicultural (Intensive Even Years) K/EPSY 6349 Social Bases (Odd Years) EPSY 6303 (Intensive Even Years)/EPSY 6302 Survey Research (Odd Years)
Year 3		
EPSY 7000 Research (6 hours) EPSY 5093 Internship (1 hour)	EPSY 6301 Structural Equation Modeling or Advanced Statistics EPSY 6349 Advanced Interventions III EPSY 5093 Internship (1 hour)	EPSY 6303 (Intensive Even Years)/EPSY 6302 Survey Research (Odd Years) EPSY 7000 Research (Phase IV Assessment/Quals)
Year 4		
EPSY 8000 Dissertation	EPSY 8000 Dissertation	

Sample Degree Plan for Students Entering with Licensure/Certification

Fall	Spring	Summer
Year 1		
EPSY 5385 Foundations of Educational Research (online)	EPSY 6349 Cognition and Instruction (Online or hybrid)	EPSY 6349 Multicultural (Intensive Even Years)/EPSY 6332 Advanced Educational Psychology (Odd Years)
Interventions II (Weekend)	EPSY 6301 Structural Equation Modeling or Advanced Statistics	
EPSY 5392 Practicum (Phase II Assessment*)	Research 7000	
Year 2		
Advanced Assessment III (Weekend)	EPSY 5395 Consultation and Supervision in Schools (Online or weekend)	EPSY 6303 Educational Measurement (Even Years)/EPSY 6302 Survey Research (Odd Years)
EPSY 5392 Practicum (Phase III Assessment)	EPSY 6349 Interventions III	
EPSY 7000 Research	EPSY 7000 Research (Phase IV Assessment/Quals)	
Year 3		
EPSY 5093 Internship (1 hour)	EPSY 5093 Internship (1 hour)	
EPSY 8000 Dissertation	EPSY 8000 Dissertation	

*Licensed students enter at Phase II and are not required to complete the Phase I Assessment

Educational Psychology Master's Degree

To be competitive for paid internships, Ph.D. students without a master's degree with psychology in the title should complete the requirements for the M.Ed. degree in Educational Psychology at the end of their third year of study. These requirements are provided in the School Psychology Master's Degree Handbook.

Course Formats

The School Psychology Track 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 Track to ensure that all students have the opportunity to benefit from instruction and related experiences. Additionally, offering multiple course formats and times allow students to complete practicum hours and remain engaged in public schools during the school day. 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.

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 Track coursework. At each year of study, School Psychology students are required to complete at least one site and university supervised practicum. Therefore, online instruction is balanced with supervised practice.

Practica

Students enroll in practicum courses that formally require 13-15 hours of supervised placement in a school or clinical 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 related coursework and the prior practicum before moving to the next phase of practice (e.g., the Phase I Assessment that occurs in the first practicum must be successfully passed before the student may enroll in Phase II courses). Students should read the School Psychology Track Field Placement Handbook 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 Track faculty members, upon the completion of the first year of the Track. 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.

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 admission 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 Track students must complete and pass the Praxis School Psychologist Test administered by the Educational Testing Service (ETS). Students can find the test's content description at <https://www.ets.org/praxis/prepare/materials/5402>. Candidates are required to request that ETS send their official Praxis 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 complete a 1500-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 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. 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 375 hours out of the 1500 doctoral internship hours. The intern also engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.

All internships require at least 2 hours per week of direct (i.e., face-to-face, individualized) supervision by a field-based supervisor and an additional 2 hours of group supervision weekly as determined necessary by the university 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 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.

Licensed students may receive credit for prior internships and should refer to the School Psychology Track Field Placement Handbook for eligibility requirements. Credit for up to one-half of the 1500 internship hours may be given to students who completed a prior graduate program and associated internship or equivalent experience in school psychology or a closely related field if the practical experiences meet the School Psychology Track internship requirements. Additionally, the student must present evidence of successful completion of the internship and continued efforts (e.g., successful completion of professional development) to maintain high quality practice. Finally, the student must provide documentation of all internship activities, including the scope of activities, supervision, evaluation, and continued quality of practice.

School Psychology Track faculty will assist with securing an internship site. However, students are ultimately responsible for locating and securing their

internships. Students should read the School Psychology Track 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. 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 Track. 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 coursework and Phase Assessment as well as their relationship to college, state, and national standards.

Coursework Relationship to College, State, and National Standards

Course	COE ¹ Distinctive Skill Phase	TSBEP ² Requirement	NASP ³ Domain
EPSY 5390 Ethics and Best Practice in School Psychology	Phase I	Professional, Legal, and Ethical Issues	Foundations (Domain 10)
EPSY 5331 Human Development in Education	Phase I	Child or Adolescent Development	Foundations (Domain 8)
EPSY 5389 Intelligence Testing	Phase I	Psychoeducational Assessment	Practices that Permeate All Aspects of Delivery (Domain 1)
EPSY 5385 Foundations of Research	Phase I	Research and Statistics	Foundations (Domain 9)
EPSY 5356 Educational and Psychological Assessment and Decision Making	Phase I	Socio-Emotional, including Behavioral and Cultural Assessment	Practices that Permeate All Aspects of Delivery (Domain 1)
EPSY 5332 Educational Psychology and Learning	Phase I	Human Learning	Foundations (Domain 8)
EPSY 5391 Assessment and Interventions in Schools	Phase I	Behavior Management; Counseling	Direct and Indirect Services (Domain 3 & 4)
EPSY 5392 Practicum	Phase I Assessment ⁴	Practicum	Practicum

EPSY 5340 History and Systems in Educational Psychology	Phase II	Organization and Operation of Schools	Foundations (Domain 10)
EPSY 6349 Multiculturalism in Educational Psychology	Phase II	Multicultural Bases of Behavior	Foundations (Domain 8)
EPSY 6349 Social Bases of Behavior	Phase II	Social Bases of Behavior	Foundations (Domain 8)
EPSY 5381 Intermediate Statistics	Phase II	Research and Statistics	Foundations (Domain 9)
EPSY 6349 Interventions II	Phase II	Behavior Management; Counseling	Direct and Indirect Services (Domain 3, 4, & 7)
EPSY 6349 Advanced Assessment III	Phase II	Psychopathology or Exceptionalities; Socio-Emotional, including Behavioral and Cultural Assessment	Practices that Permeate All Aspects of Delivery (Domain 1); Foundations (Domain 8)
EPSY 5392 Practicum	Phase II Assessment ⁴	Practicum	Practicum
PSY 5301 Biological Bases of Behavior	Phase III	Biological Bases of Behavior	Foundations
EPSY 5395 Consultation and Supervision in Schools	Phase III	Consultation	Practices that Permeate All Aspects of Delivery (Domain 2); Direct and Indirect Services (Domains 5, 6, & 7)
EPSY 6349 Cognition and Instruction	Phase III	Instructional Design	Foundations (Domain 8)
EPSY 5392 Practicum	Phase III Assessment ⁴	Practicum	Practicum
EPSY 5093 Internship	Phase III	Internship	Internship
EPSY 6301 Structural Equation Modeling or Advanced Statistics	Phase IV	Research and Statistics	Foundations (Domain 9)
EPSY 6349 Advanced Interventions III	Phase IV	Behavior Management; Counseling	Direct and Indirect Services (Domain 3 & 4)
EPSY 6303 Educational Measurement	Phase IV	Research and Statistics	Foundations (Domain 9)
EPSY 6304 Survey Research	Phase IV	Research and Statistics	Foundations (Domain 9)
EPSY 7000 Research	All phases	Research and Statistics	Foundations (Domain 9)
EPSY 8000	Phase IV	Engaged Research	

¹College of Education²Texas State Board of Examiners of Psychologists³National Association of School Psychologists⁴Phase Assessments are conducted by the university practicum supervisor; refer to the School Psychology Field Placement Handbook for scoring rubrics

Coursework and Minimum GPA Requirement

Students must earn an “A” or “B” grade in all School Psychology Track coursework. Grades that fall below these criteria can be replaced when students retake the courses and earn either an “A” or “B.” Students’ grades are reported to the School Psychology Program Coordinator 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 Track’s goals.

Practicum and Phase Assessments

Phase assessments are taken as part of a practicum and are conducted by the clinical training director. 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.

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 their skill in developing, implementing, monitoring, and modifying a field based intervention at Phase II.

Practicum III/Phase III Assessment requires that students demonstrate their skill in implementing interventions in the school context. Phase IV assessment is the qualifying examination.

All scores will be reported to the School Psychology Program Coordinator who will compile the data in the School Psychology Track 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 Track’s goals.

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 admission 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.

Dissertation (proposal defense, oral defense)

Prior to starting the dissertation, students must pass the qualifying examination. 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 committee members, 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 committee members, 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. Students should consult the Graduate School's requirements for forms and deadlines.

School Psychologist Praxis II Examination

Refer to "Praxis Examination" to review criteria.

Probation and Dismissal from the School Psychology Track

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 Track 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 Track 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

The steps below detail the dismissal process and protections.

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

Syllabi, handbooks, and program documentation (e.g., Raiderlink, program website, graduate school website).	Electronic communication (email, text, instant messaging)	Videoconferencing (Lync, Skype) 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 dissertation/research sections, including statistical analyses
Seeking forms, including degree plan change, intent to graduate, dissertation 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.

Educational Psychology Ph.D., School Psychology Track 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 Track Handbook (See attachments for degree plan draft for students entering with a bachelor's degree and degree plan draft for specialist to Ph.D. 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 Track 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 TRACK, 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.

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				
	NASP YES NO APA YES NO				
	NASP YES NO APA YES NO				
	NASP YES NO APA YES NO				
	NASP YES NO APA YES NO				
	NASP YES NO APA YES NO				
	NASP YES NO APA YES NO				
	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 ☐

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

Contribution Elements	Unsatisfactory <3	Proficient 3-4	Exemplary 5
Rationale	The study's rationale has no basis in practice	The study's rationale is based on a practical need	The study's rationale is based on a timely, practical need of great interest to the field
Connection between theory and practice	The study focused on only theory or practice but failed to integrate the two	The study integrated theory and practice in a manner that contributes to the field	The study integrated theory and practice in a novel manner that uniquely contributes to the field
Practical implications	Practical implications are omitted or not based on the study's findings	Practical implications are provided and based on the study's findings	Practical implications are provided, based on the study's findings, and offer innovative insights for the field
Project Quality Elements	Unsatisfactory <3	Proficient 3-4	Exemplary 5
Purpose statement and research question	A purpose statement is not provided; a research question is not asked	A purpose statement is provided; a research question is asked	A clear and concise purpose statement is provided; a research question is asked
Appropriate methods	The selected methods are not appropriate to answer research question	The selected methods are appropriate to answer the research	The selected methods are appropriate to answer the research; some aspect of the methodology is sophisticated or exceptional for the field
Research skills	One or more aspects of the methodology is not carried out correctly (e.g., moving	The methods are carried out correctly	The methods are carried out correctly; the student ensures correct applications beyond what is required (e.g., factor analysis of existing

	forward without a stable baseline, incorrectly administering a measure, disclosing the study's purpose when it should be blind to an observer, etc.)		measures, greater percentage of inter-observer agreement intervals, comparison of participants on specific variables, etc.)
Results and analysis	Results are calculated, presented, and/or analyzed incorrectly; results are interpreted incorrectly	Results are calculated, presented, analyzed, and interpreted correctly	Results are calculated, presented, analyzed and interpreted correctly; one aspect is especially effective (e.g., several methods of IOA are used, charts effectively present data for multiple participants, multiple SEM models are evaluated, etc.)
Discussion	Discussion is not provided (e.g., results are restated); discussion and/or conclusions exceed what can be determined based on the data collected; discussion and/or conclusions are not supported by the data collected; no limitations are provided	Discussion and conclusion are support by the data collected and analyses conducted; limitations are provided	Discussion and conclusion are support by the data collected and analyses conducted; competing explanations are provided; discussion and conclusions are provided in the context of existing research; limitations are provided

Presentation Elements	Unsatisfactory <3	Proficient 3-4	Exemplary 5
Preparation and Organization	The presentation does not appear prepared and/or organized (e.g., no materials are provided, information is presented out of sequence, information is incorrect, the student is unable to answer questions about the study and/or related research)	The presentation appears prepared and organized; the student provides materials (electronically or hard copies); information is presented in a logical manner; information is correct; the student is able to answer questions about the study and related research	The presentation appears well prepared and organized; the student provides materials (electronically or hard copies); information is presented in a logical manner; information is correct; the student is able to answer questions about the study and related research in a manner that effectively integrates the findings to the field
Thoroughness	Important elements are omitted from the presentation (e.g., review of existing literature, description of methodology, discussion of findings and results, discussion of conclusions and practical implications, discussion of limitations)	All important elements are presented/communicated (e.g., review of existing literature, description of methodology, discussion of findings and results, discussion of conclusions and practical implications, discussion of limitations)	All important elements are presented/communicated (e.g., review of existing literature, description of methodology, discussion of findings and results, discussion of conclusions and practical implications, discussion of limitations); time devoted to each element is effectively weighted based on its relative importance
Effectiveness	The audience is provided with practical	The audience is provided with practical knowledge,	The audience is provided with practical knowledge, skills, or information that

	knowledge, skills, or information that can be used in practice	skills, or information that can be used in practice	can be used in practice; the audience members agree the presentation will influence their future practice (based on presentation ratings)
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Audience Rating

Please rate the following statement using a scale of “1,” strongly disagree, to “5,” strongly agree.

The presentation provided practical knowledge, skills, or information that I will use in my current or future practice.

Appendix D—Level 1 Journals and Conferences

Journal	Requirement
<i>Applied Measurement in Education</i> <i>Applied Psychological Measurement</i> <i>Assessment</i> <i>Assessment for Effective Intervention</i> <i>Autism Research</i> <i>Behavior Research Methods</i> <i>Canadian Journal of School Psychology</i> <i>Contemporary Educational Psychology</i> <i>Contemporary School Psychology</i> <i>Educational and Psychological Measurement</i> <i>Educational Evaluation & Policy Analysis</i> <i>Educational Measurement</i> <i>Educational Psychologist</i> <i>Educational Psychology Review</i> <i>Exceptional Children</i> <i>Exceptionality</i> <i>International Journal of School & Educational Psychology</i> <i>Journal of Applied Behavior Analysis</i> <i>Journal of Applied Measurement</i> <i>Journal of Applied School Psychology</i> <i>Journal of Attention Disorders</i> <i>Journal of Autism and Developmental Disorders</i> <i>Journal of Educational Psychology</i> <i>Journal of Experimental Education</i> <i>Journal of Psychoeducational Assessment</i> <i>Journal of Psychopathology and Behavioral Assessment</i> <i>Journal of School Psychology</i> <i>Journal of Special Education</i> <i>Learning and Individual Differences</i> <i>Measurement and Evaluation in Counseling and Development</i> <i>Psychometrika</i> <i>Psychological Assessment</i> <i>Psychology in the Schools</i> <i>Remedial and Special Education</i> <i>Research and Practice in the Schools</i> <i>Research in Autism Spectrum Disorders</i> <i>School Psychology International</i> <i>School Psychology Quarterly</i> <i>School Psychology Quarterly</i> <i>School Psychology Review</i>	<p>Student must submit a first-authored manuscript to one of the journals listed at left but only after review and approval by committee.</p>
Conference	Requirement
American Educational Research Association	

American Psychological Association Council for Exceptional Children National Council of Measurement in Education Southwest Educational Research Conference Texas Association of School Psychologists National Association of School Psychologists Texas Council for Exceptional Children Texas Tech University Graduate School Research Conference	Student must have a first-authored proposal accepted for presentation to one of the conferences listed at left but only after review and approval by committee.
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* Please note that the list of journals and conferences eligible is not all inclusive. Any journal or conference not listed must be approved by your committee.