# Table of Contents

- School Psychology in Texas ................................................................. 3
- Vision Statement and Specialization Goals ........................................ 4
  - Vision Statement ............................................................................... 4
- Philosophy .......................................................................................... 4
  - Scientist Practitioner Model .......................................................... 5
- Overarching Goals and Objectives ..................................................... 5
- Trademark Outcomes ......................................................................... 6
  - Distinctive Skills ............................................................................ 7
    - Phase I Emphasis .......................................................................... 7
    - Phase II Emphasis ....................................................................... 7
    - Phase III Emphasis ..................................................................... 7
- School Psychology Faculty ................................................................. 8
- Admission to the Program and Specialization .................................... 8
- Graduate Assistantships and Student Financial Support .................... 10
- Specialization Course Sequence and Coursework ................................ 10
  - School Psychology Specialization – Course Sequence ..................... 10
- Transfer Credit and Entering with a Degree ....................................... 11
- Residency Requirement ...................................................................... 12
- Practica ............................................................................................... 12
- Doctoral Committee Selection and Procedures .................................... 12
- Qualifying Examination ..................................................................... 13
- Praxis Examination ............................................................................ 13
- Dissertation ........................................................................................ 13
- Internship ......................................................................................... 14
- Evaluation of Student Progress and Continuation ............................... 14
  - Coursework Relationship to College, State, and National Standards 15
  - Apply and Evaluation Assignments ............................................... 16
  - Phase Assessments ....................................................................... 17
School Psychology in Texas

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

“a person who is trained to address psychological and behavioral problems manifested in and associated with educational systems by utilizing psychological concepts and methods in programs or actions which attempt to improve the learning, adjustment and behavior of students. Such activities include, but are not limited to, addressing special education eligibility, conducting manifestation determinations, and assisting with the development and implementation of individual educational programs.”

The LSSP can be obtained with a graduate degree in psychology with the completion of at least 60 hours; therefore, a doctorate is not required for licensure. The Texas Education Agency does not provide credentialing for the practice of school psychology, and as a result, the American Psychological Association (APA) exception for specialist and master’s level individuals’ title use is not followed. That is, to be called a school psychologist in the State of Texas, a doctoral degree with the title or specialization of school psychology is required.

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

Vision Statement

The School Psychology specialization seeks to achieve the following vision:

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

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

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

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

3. The specialization will develop meaningful collaborations with area school districts to promote high quality practicum and internship experiences for students while serving the needs of the community.

4. The specialization will develop a system of effective recruitment that results in the minimum enrollment of 10 new doctoral students annually.

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

Philosophy

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

Scientist Practitioner Model

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

Overarching Goals and Objectives

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

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

   Objective 2: Graduates will demonstrate competence in disseminating their research through professional presentations and refereed publications.
Objective 3: Graduates will demonstrate competence in the practice of psychology (assessment, diagnosis, intervention, and consultation) in the schools.

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

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

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

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

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

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

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

Objective 9: Students competently apply multicultural awareness to all facets of their practice of school psychology (e.g., assessment, diagnosis, intervention, and consultation).

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

Trademark Outcomes

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

**Distinctive Skills**

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

**Phase I Emphasis**

- School psychologists conceptualize child school cases in the context of NASP’s and APA’s ethical principles and concepts and presenting problem through verbal and written communication.
- School psychologists correctly administer, score, and interpret psychological tests/techniques (e.g., intelligence testing, personality testing, social/behavioral testing, observations, and interviews) to use in decision making.
- School Psychologists apply theoretical frameworks to define child problems and examine discrepancies from typical samples to develop hypotheses about academic and social/emotional behavior.

**Phase II Emphasis**

- School psychologists conduct functional behavior assessments that can assist educators in understanding the “function” or purpose behind problematic behaviors of children.
- School psychologists design evidence and assessment based academic and behavioral intervention and address issues of fidelity and ongoing monitoring at each tier of the RtI framework.
- School psychologists use an evidence based consultation model to develop a consultation plan to implement and monitor interventions.

**Phase III Emphasis**

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

School Psychology Faculty

The School Psychology specialization faculty is comprised of three core members; Tara Stevens, Ed.D., L.S.S.P.; Dave Richman, Ph.D., B.C.B.A.-D.; and Lucy Barnard-Brak, Ph.D. These individuals make decisions for the specialization and serve as advisors and dissertation chairpersons for school psychology students. The School Psychology specialization is also supported by faculty members from the Educational Psychology, Special Education, and Counselor Education programs within the College of Education. The following faculty members teach courses required in the School Psychology specialization course sequence.

Devender Banda, Ph.D., BCBA-D
Hansel Burley, Ph.D.
Stacy Carter, Ph.D., NCSP, LSSP, BCBA-D
Lee Duemer, Ph.D.
Bret Hendricks, Ph.D., LPC
Kamau Siwatu, Ph.D.
Eugene Wang, Ph.D.

Special Education
Educational Psychology
Special Education
Educational Psychology
Counselor Education
Educational Psychology
School and Educational Psychology

Admission to the Program and Specialization

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

- Statement of Purpose to include the prospective student’s
  - Learning goals
  - Career goals
  - Prior experience working in education and school settings
SCHOOL PSYCHOLOGY SPECIALIZATION

- Prior experience working with children
- Prior experience working with special populations
- Special skills, knowledge base, and/or abilities

- Curriculum Vitae (or resumé)
  - Educational background
  - Specialized training and licensure/certifications
  - Work experience
  - Conference presentations
  - Publications
  - Manuscripts in preparation
  - Awards, fellowships and scholarships

- GRE scores
  - Required for admission (see Characteristics of Admitted Students for more information)

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

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

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

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

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

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

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

Graduate Assistantship Application
(http://www.educ.ttu.edu/uploadedFiles/graduate/documents/research-assistant-application.pdf)

Jones Fellowship Program
(http://cms.educ.ttu.edu/future/scholarships/helendevittjonesgrad/default)

College of Education and Burkhart Center Scholarships
(http://www.educ.ttu.edu/future/scholarships/graduate-student-scholarships)

TTU Graduate School Supported Scholarships
(http://www.depts.ttu.edu/gradschool/funding/scholarships.php)

Specialization Course Sequence and Coursework

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

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

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 6100 Professional</td>
<td>EPSY 5356 Educational and Psychological Assessment in Decision Making</td>
<td>EDSP 5346 ABA III</td>
</tr>
<tr>
<td>Seminar (1 hour)</td>
<td>EPSY 5356 Educational and Psychological Assessment in Decision Making</td>
<td>EPSY 5340 History and Systems of School Psychology</td>
</tr>
<tr>
<td>EDSP 5303 ABA I</td>
<td>EYS 6349 Social Bases of Behavior</td>
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<tr>
<td>EPSY 5390 Ethics and Best</td>
<td>EDSP 5345 ABA II</td>
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<tr>
<td>Practice in School Psychology</td>
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<tr>
<td>EPSY 5389 Individual</td>
<td>EPSY 5382 Practicum I</td>
<td></td>
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<tr>
<td>Intelligence Testing</td>
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</tbody>
</table>
### SCHOOL PSYCHOLOGY SPECIALIZATION 2014-2015 Handbook

#### Year 2
| EPSY 5332 Educational Psychology and Learning | EPSY 5391 Assessment and Intervention in Schools | EPSY 5385 Foundations of Educational Research |
| EPCE 5364 Theories of Counseling or EPCE 5357 Techniques of Counseling (Odd years)/EPSY 6349 Cognition and Instruction (Even years) | EPSY 5381 Intermediate Educational Statistics | EPCE 5366 Dysfunctional Behavior |
| EDSP 5347 ABA IV | PSY 5301 Biological Bases of Psychological Function (Odd years)/EPSY 6349 Educational Psychology in Multicultural Settings (Even years) | EPSY 5331 Human Development in Education |
| EPSY 5395 Consultation in Schools | EPSY 5382 Practicum II | |

#### Year 3
<table>
<thead>
<tr>
<th>EPSY 6301 Advanced Data Analysis</th>
<th>EPSY 5360 Program Evaluation</th>
<th>EPSY 8000 Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPCE 5364 Theories of Counseling or EPCE 5357 Techniques of Counseling (Odd years)/EPSY 6349 Cognition and Instruction (Even Years)</td>
<td>PSY 5301 Biological Bases of Psychological Function(Odd years)/EPSY 6349 Educational Psychology in Multicultural Settings (Even years)</td>
<td></td>
</tr>
<tr>
<td>EPSY 5382 Practicum III</td>
<td>EPSY 5382 Practicum IV</td>
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</table>

#### Year 4*
<table>
<thead>
<tr>
<th>EPSY 8000 Dissertation</th>
<th>EPSY 8000 Dissertation</th>
<th>EPSY 8000 Dissertation</th>
</tr>
</thead>
</table>

#### Year 5
| EPSY 5093 Internship (1 hour) | EPSY 5093 Internship (1 hour) | EPSY 5093 Internship |

*Prior to the internship, students should take the Master’s Comprehensive Exam to earn a master’s degree in Educational Psychology.

### Transfer Credit and Entering with a Degree

Students may transfer up to 30 hours of coursework if it was completed in the last 7 years with a grade of “B” or better. Students interested in transferring credit should schedule an appointment with their advisor and must submit associated syllabi and transcripts prior to completion of the first year of specialization coursework.

Students entering the School Psychology Specialization with current licensure as a Licensed Specialist in School Psychology (holding a degree in school psychology from a NASP or APA accredited school) or certification as a Nationally Certified School Psychologist (NCSP) should meet with their advisor to develop an individualized degree plan.
Residency Requirement

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

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

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

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

Practica

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

Doctoral Committee Selection and Procedures

The doctoral committee is comprised of three faculty members. Students should identify the chairperson of their doctoral committee, which must be one of the core School Psychology specialization faculty members, upon the completion of the first year of the specialization. Chairpersons provide mentoring and guidance throughout the student's progress in the course sequence and this support is extended to the dissertation process. The remaining committee members, comprised of faculty members from whom the student has taken courses, should be selected before coursework is completed. The chairperson will direct the qualifying examination and dissertation through coordination with committee members.
Changes in dissertation committee members must be approved by the dissertation chairperson. Students must complete a Dissertation Chairperson Change form that requires the signature of both the initial and replacement chairpersons. Students may request the Dissertation Chairperson Change form from the program coordinator.

**Qualifying Examination**

In the last semester of coursework, students will work with their dissertation chair to schedule the qualifying examination. The qualifying examination is completed in 4 hour periods over 3 days (12 total hours) and is comprised of questions from dissertation committee members (i.e., questions pertaining to methodology and statistics, theoretical bases, and foundations of practice). Unless modifications are approved by the student’s dissertation committee, the examination is given on campus without access to external resources, such as textbooks, notes, cell phones, or the Internet. The purpose of the qualifying examination is to assess students’ readiness for the dissertation experience. Qualifying examinations are graded by the student’s dissertation committee. Students who fail the first administration may take the examination only once more as a second failure results in removal from the Educational Psychology program.

**Praxis Examination**

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

**Dissertation**

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

**Internship**

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

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

**Evaluation of Student Progress and Continuation**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>COE(^1) Distinctive Skill Phase</th>
<th>TSBEP(^2) Requirement</th>
<th>NASP(^3) Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 6100—Professional Seminar</td>
<td>Orientation</td>
<td></td>
<td>Foundations (Domain 10)</td>
</tr>
<tr>
<td>EPSY 5390—Ethics and Best Practice in School Psychology</td>
<td>Phase I</td>
<td>Professional, Legal, and Ethical Issues</td>
<td>Foundations (Domain 10)</td>
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<tr>
<td>EDSP 5303—ABA I: Applied Behavior Analysis</td>
<td>Phase I</td>
<td>Behavior Management</td>
<td>Direct and Indirect Services (Domain 4)</td>
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<td>ESPY 5389—Individual Intelligence Testing</td>
<td>Phase I</td>
<td>Psychoeducational Assessment</td>
<td>Practices that Permeate All Aspects of Delivery (Domain 1)</td>
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<tr>
<td>EPSY 5356—Educational and Psychological Assessment and Decision Making</td>
<td>Phase I</td>
<td>Socio-Emotional, including Behavioral and Cultural Assessment</td>
<td>Practices that Permeate All Aspects of Delivery (Domain 1)</td>
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<tr>
<td>EPSY 6349—Seminar in Social Bases of Behavior</td>
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<td>Social Bases of Behavior</td>
<td>Foundations (Domain 8)</td>
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<tr>
<td>EDSP 5345—ABA II: Single Subject Design</td>
<td>Phase I</td>
<td></td>
<td>Practices that Permeate All Aspects of Delivery (Domain 1)</td>
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<tr>
<td>EPSY 5382—Practicum I</td>
<td>Phase I; Phase Assessment(^4)</td>
<td>Practicum</td>
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<tr>
<td>EDSP 5346—ABA III: Functional Behavior Assessment</td>
<td>Phase II</td>
<td>Socio-Emotional, including Behavioral and Cultural Assessment; Behavior Management</td>
<td>Direct and Indirect Services (Domains 3 &amp; 4)</td>
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<tr>
<td>EPSY 5340—History and Systems of Educational Psychology</td>
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<td>Organization and Operation of Schools</td>
<td>Foundations (Domain 10)</td>
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<tr>
<td>EPSY 5332—Educational Psychology and Learning</td>
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<td>Human Learning</td>
<td>Foundations (Domain 8)</td>
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<td>EPCE 5364—Theories of Counseling</td>
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<td>Counseling</td>
<td>Direct and Indirect Services (Domains 4 &amp; 7)</td>
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<td>EPSY 6349—Cognition and Instruction</td>
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<td>Instructional Design</td>
<td>Foundations (Domain 8)</td>
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<td>EDSP 5347—ABA IV: Behavior Change Procedures</td>
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<td>Behavior Management</td>
<td>Direct and Indirect Services (Domains 3 &amp; 4)</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Phase</td>
<td>Focus Areas</td>
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<td>-------------</td>
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<tr>
<td>EPSY 5395</td>
<td>Consultation in Schools</td>
<td>Phase II</td>
<td>Consultation</td>
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<td>EPSY 5391</td>
<td>Assessment and Interventions in Schools</td>
<td>Phase II</td>
<td>Socio-Emotional, including Behavioral and Cultural Assessment; Behavior Management</td>
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<td>EPSY 5381</td>
<td>Intermediate Statistics</td>
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<td>Research and Statistics</td>
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<td>PSY 5301</td>
<td>Biological Bases of Psychological Function</td>
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<td>Educational Psychology in Multicultural Settings</td>
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<td>Multicultural Bases of Behavior</td>
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<td>EPSY 5382</td>
<td>Practicum II</td>
<td>Phase II</td>
<td>Practicum</td>
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<tr>
<td>EPSY 5385</td>
<td>Foundations of Educational Research</td>
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<td>Research and Statistics</td>
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<td>EPCE 5366</td>
<td>Dysfunctional Behavior</td>
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<td>Psychopathology or Exceptionalities</td>
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<td>EPSY 5331</td>
<td>Human Development in Education</td>
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<td>Child or Adolescent Development</td>
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<td>EPSY 6301</td>
<td>Advanced Data Analysis</td>
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<td>EPSY 5382</td>
<td>Practicum III</td>
<td>Phase III</td>
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<td>EPSY 5360</td>
<td>Educational Program Evaluation</td>
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<td>Practicum IV</td>
<td>Phase III</td>
<td>Practicum</td>
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<td>EPSY 8000</td>
<td>Dissertation</td>
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<tr>
<td>EPSY 5093</td>
<td>Internship in Education</td>
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<td>Internship</td>
</tr>
</tbody>
</table>

1. College of Education; All courses in a phase include an “Apply and Evaluate Assignment”
2. Texas State Board of Examiners of Psychologists
3. National Association of School Psychologists
4. Phase Assessments are conducted by the university practicum supervisor

**Apply and Evaluate Assignments**

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

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

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

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

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

Practica

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

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

Refer to “Qualifying Examination” to review criteria.

Dissertation (proposal defense, oral defense)

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

The dissertation is also completed with the direction and guidance of the dissertation chair. Students must orally defend the dissertation to their dissertation committees, and the dissertation committee must vote unanimously in approval of students’ successful defense of their work. The dissertation oral defense must be announced to the college (the defense is open to the public) at least two weeks prior to the defense date, with a complete dissertation disseminated to committee members.

School Psychologist Praxis II Examination

Refer to “Praxis Examination” to review criteria.

Minimum GPA Requirement

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

Scholarly Apprenticeship Requirements
In May of each academic year, all Ph.D. students will submit to their advisor evidence of their scholarly accomplishments. A copy of supporting documentation will be placed in students’ files in the Program Coordinator’s office. Expectations for scholarly apprenticeship are provided below.

1. Research experience to begin in the first year and each subsequent year in the program (e.g., participation in a research team, significant contribution to faculty research through a graduate assistantship or collaboration).

2. Submission of a poster or paper proposal to present at a local (e.g., College of Education Research Conference) or regional conference (e.g., Southwestern Educational Research Association, Southwestern Psychological Association). SECOND YEAR

3. Submission of a poster or paper proposal to present at a national conference (e.g., National Association of School Psychologists annual conference, American Educational Research Association annual meeting, American Psychological Association annual meeting). THIRD YEAR

4. Submission of at least one paper submitted for publication to a peer-reviewed journal where the student is listed as an author. THIRD YEAR

5. Submission of at least one paper submitted for publication to a peer-reviewed journal where the student is listed as the first (or single) author. FOURTH YEAR

6. Submission of a dissertation support grant proposal (e.g., American Educational Research Association) for the last year of study. FOURTH YEAR

Probation and Dismissal from the School Psychology Specialization

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

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

Students working through corrective action are considered to be on “probation.”

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

1. Continued inadequate academic performance

2. Plagiarism (refer to the Texas Tech University student handbook)

3. Unethical or ongoing unprofessional behavior

4. Lack of resolution of probationary issues

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

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

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

Step 4—Upon review of the documentation, the Department of Chair of Educational Psychology and Leadership may choose to send the complaint back to Step 2 for the development of corrective action or may send the dismissal proposal forward to the College of Education Dean.

Students dismissed from the School Psychology specialization may apply to other specializations within the Educational Psychology program.

**Appeal and Grievance Procedures**

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

**Licensing, Certification, and Professional Organizations**

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

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