



TEXAS TECH UNIVERSITY™

**Educational Psychology
Program**

**PhD School Psychology
Track**

2022 DOCTORAL COHORT STUDENT HANDBOOK

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Special Circumstances & Current Events

The TTU School Psychology faculty reserve the right to adjust requirements and assignments based on special circumstances and unprecedented events. Decisions to make modifications are based on available information and student performance. We remain committed to our priorities of high-quality training experiences, and the health and safety of our students, as well as the students, teachers, staff, and families at their placements.

School Psychology in Texas

To practice school psychology in the State of Texas, an individual must become licensed as a Specialist in School Psychology (LSSP) by the Texas State Board of Examiners of Psychologists (TSBEP). Rule 465.38, Psychological Services in the Schools, allows the LSSP to provide school psychological services in Texas public and private schools independently. The rule further defines the LSSP as

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

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

Texas Tech University's Educational Psychology program was established in 1973, with the PhD replacing the EdD in 2004. Although much of the School Psychology 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 doctoral level school psychology training in West Texas, or an area spanning approximately 84,000 square miles.

Philosophy, Goals, and Objectives of the School Psychology Track

The School Psychology Track of the Educational Psychology PhD 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. The Track trains students 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 comprehensive and integrated school psychological services.

Scientist-Practitioner Model

Educational psychology is an applied field of psychology that focuses on the improvement of education through the application of psychological theory and principles. 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, students trained in a scientist-practitioner model 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 PhD 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 PhD 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.

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

Foundations

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

Assessment, Intervention, and Consultation

- School psychologists conduct functional behavior assessments that can assist educators in understanding the "function" or purpose behind problematic behaviors of children.
- School psychologists design evidence and assessment based academic, behavioral, and social-emotional interventions and address issues of fidelity and ongoing monitoring at each tier of the Multi-tiered System of Support (MTSS) framework.
- School psychologists use an evidence-based consultation model to develop a consultation plan to implement and monitor interventions.

Response to Intervention

- School psychologists implement intervention plans using evidence-based consultation models that improve student 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.

Research Competence

- 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.

School Psychology Faculty

The School Psychology Track faculty is comprised of two core members: Joy Wang, PhD; and Tara Stevens, EdD. These individuals make decisions for the Track and serve as advisors and dissertation chairpersons for school psychology students. Brook Roberts, MA, LSSP is the Director of Clinical Training Experiences, and Stephanie Barbre, PhD, serves as the program director and coordinates the program. The School Psychology Track is also supported by other faculty members and adjunct instructors from the Educational Psychology program who teach courses required in the School Psychology Track course sequence and work with doctoral school psychology students in research-based projects.

Admission to the PhD Program and School Psychology 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 in Educational Psychology and to complete the School Psychology Certificate. Most PhD 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 PhD 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). Applicants from other backgrounds may require leveling coursework. Applications are reviewed holistically by the Track's faculty and staff after meeting Graduate School approval.

The Educational Psychology PhD 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
 - Specific and detailed research and practice interests that align with those of a core school psychology faculty member
- 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
 - De-identified professional writing sample
- GRE scores
 - Required for admission (TTU Graduate School has waived the GRE requirement for 2022-23 academic year applications)
 - Must be no older than 5 years
 - No cut point is set for scores
- Transcripts
 - Transcripts from all institutions attended should be submitted, including TTU

- No cutoff has been set for the GPA in order to be reviewed
- Students with an undergraduate Grade Point Average (GPA) below 3.00 or graduate Grade Point Average below 3.50 are encouraged to provide an explanation in their Statement of Purpose
- Three letters of recommendation
 - Applicants should select three recommenders who are only involved with the student in a professional capacity.
 - The recommenders should provide objective and professional knowledge of the prospective student's academic performance and his/her experience working in education, in school settings, and/or with children.

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

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

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

Within the School Psychology Track and Concentration (master's program), the faculty to student ratio is targeted at 1:12 to meet high expectations for student guidance, advising, supervision, and placement; therefore, student positions are limited. The Track admits up to three to five (3-5) PhD students per cohort depending upon faculty availability to advise students. At times, due to increased student enrollment, the program may indicate unavailability to accept students. Applications are reviewed during the Spring for admission the following Fall semester. Reviews are ensured for applications submitted before the deadline. Applications are due mid-March (please check the program website for specific due dates). Applications submitted after the deadline will be considered on a case-by-case basis depending upon space availability. In the event that spaces in a cohort are

still available after the review cycle, a Summer review cycle may open. Applicants are encouraged to contact the program director should they have interest to be considered for summer review. All candidates will start their program of study in the following Fall semester as a cohort. Faculty members may consider accepting a student based upon the applicant's overlap of research and practice interests with those of the faculty member. At times, due to increased advising loads, faculty members may indicate they are unavailable to accept students for advising.

After applications are reviewed, competitive applicants will be invited for an on-campus or remote interview. Interviews are typically scheduled within two weeks after the initial review. Admission offers are provided shortly after the last interview day, as well as notification of waitlist status. Candidates will have approximately one week after the interview to decide to accept or deny an offer and sign the Intent to Attend letter. Candidates who do not submit the Intent to Attend letter by April 15 will be moved to the bottom of the waitlist. A second round of offers will be sent out to candidates on the waitlist if some candidates declined their admission offer or did not respond to the admission offer. Admission offers will be considered declined by the student if a response is not received by April 15.

Students admitted to other Tracks in the Educational Psychology 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 director for inquiries related to student positions available each semester. In the event positions in a cohort become available due to extenuating circumstances, the School Psychology Faculty may petition an allowance to consider new students.

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

Graduate Assistantships and Student Financial Support

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

[Graduate School Financial Support](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 77 hours of coursework and 12 dissertation hours. Students must also complete at least 3 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) and/or licensed psychologist. Students are strongly encouraged to follow the course sequence as School Psychology Track-specific courses will only be taught in designated semesters. Students should plan to meet with the program director prior to registering at each semester to obtain specific course record numbers (CRN) for enrollment and to address other advising tasks.

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 with advisor approval. 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 or the program director and must submit associated syllabi, course descriptions, and transcripts prior to completion of the first year of Track coursework. Usually, doctoral students with previously awarded graduate degrees in school psychology receive a 30-hour block transfer, while students with previous graduate work in counseling, special education, or a related field receive less transfer credit. 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](#)). Some courses in the sequence are required of all students and no transfer credit will be issued for those courses. For the purposes of the sample course sequences below, post-baccalaureate students are those entering the doctoral program without having obtaining a specialist-level school psychology degree at another university. Transfer students are those entering the program having already obtained a specialist-level school psychology degree.

Students in the School Psychology Track may also complete the requirements for the Master of Education in Educational Psychology with School Psychology Concentration and Certificate of Advanced Graduate Study in School Psychology on their path to the PhD.

Post-baccalaureate PhD Sample Degree Plan and Course Sequence

| Fall | Spring | Summer |
|--|--|---|
| Year 1, 2022-23 | | |
| EPSY 5389 (W) <i>Individual Intelligence Testing: School Psychology</i> EPSY 5390 (W) <i>Ethics, Standards, & Best Practices in School Psychology</i> EPSY 5396 (D) <i>Biological Bases for Learning Behavior</i> EPSY 6379 (D or F) <i>Foundations of Educational Research</i> | EPSY 5332 (D) <i>Educational Psychology & Learning</i> EPSY 5356 (W) <i>Educational & Psychological Assessment & Decision Making</i> EPSY 5381 ^a (D) <i>Intermediate Educational Statistics</i> EPSY 5391 (W) <i>Assessment & Interventions in Schools</i> | EPSY 5360 (I) <i>Practical Educational Program Evaluation</i> EPSY 6349 (I) <i>Advanced School Psychology Assessment & Intervention of Child & Adolescent Psychopathology</i> |
| Year 2, 2023-24 | | |
| EPSY 5392 (C) <i>Practicum in School Psychology: Specialist I</i> EPSY 5393 (W) <i>Counseling Interventions for School Psychologists</i> EPSY 5395 (D) <i>Consultation in Schools</i> EPSY 5398 (W) <i>Social Bases of Behavior</i> | EPSY 5323 (W) <i>Cultural Foundations of Education</i> EPSY 5331 (D) <i>Human Development in Education</i> EPSY 5392 (C) <i>Practicum in School Psychology: Specialist II</i> EPSY 5394 (W) <i>Advanced Evidence Based Interventions</i> | EPSY 5340 (D) <i>History & Systems in Educational Psychology</i> EPSY 6303 (D) <i>Educational Measurement</i> EPSY 6349 (I) <i>Advanced Academic Assessment & Intervention in Schools</i> Take the Praxis School Psychologist Examination |
| Year 3, 2024-25 | | |
| EPSY 5392 (C) <i>Practicum in School Psychology: Pre-doctoral I</i> EPSY 6301 ^b (W) <i>Structural Equation Modeling (SEM)</i> EPSY 7000 (1 or more hours) <i>Research</i> | EPSY 5392 (C) <i>Practicum in School Psychology: Pre-doctoral II</i> EPSY 6349 ^b (W) <i>Advanced SEM</i> EPSY 7000 (1 or more hours) <i>Research</i> Take Qualifying Examination ^c | EPSY 8000/7000 ^c (3 hours) <i>Doctor's Dissertation/Research</i> |
| Year 4, 2025-26 | | |
| EPSY 8000 (3 hours) <i>Doctor's Dissertation</i> Apply for Internship Register for Internship Match | EPSY 8000 (3 hours) <i>Doctor's Dissertation</i> | EPSY 8000 (3 hours) <i>Doctor's Dissertation</i> EPSY 5093 (1 hour) <i>Internship in Education: School Psychology Pre-doctoral I</i> Defend final dissertation* |
| Year 5, 2026-27^d | | |
| EPSY 5093 (1 hour) <i>Internship in Education: School Psychology Pre-doctoral II</i> | EPSY 5093 (1 hour) <i>Internship in Education: School Psychology Pre-doctoral III</i> Graduate with PhD | |

Course modality: F = Face to Face; D = Distance-based, 100% online; W = Weekend Face to Face; I = Intensive Summer Face to Face, C = Clinical, field-based

More than 50% of the coursework must be completed face-to-face on the Lubbock campus, exclusive of EPSY 5093 and 5392.

EPSY 5093 and 5392 are considered *unorganized* and are not factored into the on-campus ratio requirement

EPSY 7000 requires participation in a formal, faculty-led research team, lab, or clinic. Students enrolled in 7000 hours will work with the program director and/or their advisor to determine which faculty mentor's 7000 section to enroll under. Matches will be made and students distributed among faculty members based upon interests, faculty need, and faculty availability

^a Requires leveling with EPSY 5380 or equivalent; program will consider waiving leveling if basic statistical proficiency/competency can be determined; student must provide special request along with rationale/justification

^b Or another research, evaluation, measurement, methods, and/or statistics elective course with advisor approval based on available offerings; student and advisor will consider balance of face-to-face and distance courses (e.g., EPSY 6302, 6306, 6310, 6320, 6332, 6385, or other 6349). 18 hours must be taken in the research core, exclusive of 7000 and 8000 hours

^c This is the earliest semester a student can expect to take the Qualifying Examination. In the event the student does not pass, 8000 hours will be converted to 7000 hours. Once the student begins enrolling in 8000 hours, they have to continue enrolling in 8000 hours until the dissertation is defended successfully. However, the specific number of hours in each semester may vary. Students should discuss enrollment with advisor. By the time students finish defending the dissertation successfully, they should have received credit for at least 12 hours of 8000, but it may take more than four semesters to finish the dissertation

^d Students are required to pass their dissertation proposal prior to beginning their internship. Dissertation hours may be concurrent with internship. Discuss with advisor and/or program director if adjustments can be made to complete program in 4 years or more than 5

Transfer PhD Sample Degree Plan and Course Sequence

| Fall | Spring | Summer |
|--|--|---|
| Year 1, awarded credit for previous specialist-level degree in school psychology | | |
| Year 2, 2022-23 | | |
| EPSY 5393 (W) <i>Counseling Interventions for School Psychologists</i> EPSY 5395 (D) <i>Consultation in Schools</i> EPSY 6379 (D or F) <i>Foundations of Educational Research</i> | EPSY 5323 (W) <i>Cultural Foundations of Education</i> EPSY 5381 ^a (D) <i>Intermediate Educational Statistics</i> EPSY 5394 (W) <i>Advanced Evidence Based Interventions</i> | EPSY 5360 (I) <i>Practical Educational Program Evaluation</i> EPSY 6303 (D) <i>Educational Measurement</i> EPSY 6349 (I) <i>Advanced Academic Assessment & Intervention in Schools</i> |
| Year 3, 2023-24 | | |
| EPSY 5392 (C) <i>Practicum in School Psychology: Pre-doctoral I</i> EPSY 6301 ^b (W) <i>Structural Equation Modeling (SEM)</i> Must add one additional 3-hour research elective during one of these two semesters ^b EPSY 7000 (1 or more hours) <i>Research</i> | EPSY 5392 (C) <i>Practicum in School Psychology: Pre-doctoral II</i> EPSY 6349 ^b (W) <i>Advanced SEM</i> EPSY 7000 (1 or more hours) <i>Research</i> Take Qualifying Examination ^c | EPSY 6349 (I) <i>Advanced School Psychology Assessment & Intervention of Child & Adolescent Psychopathology</i> EPSY 8000/7000 ^c (3 hours) <i>Doctor's Dissertation/Research</i> |
| Year 4, 2024-25 | | |
| EPSY 8000 (3 hours) <i>Doctor's Dissertation</i> Apply for Internship Register for Internship Match | EPSY 8000 (3 hours) <i>Doctor's Dissertation</i> | EPSY 8000 (3 hours) <i>Doctor's Dissertation</i> EPSY 5093 (1 hour) <i>Internship in Education: School Psychology Pre-doctoral I</i> Defend final dissertation |
| Year 5, 2025-26^d | | |
| EPSY 5093 (1 hour) <i>Internship in Education: School Psychology Pre-doctoral II</i> | EPSY 5093 (1 hour) <i>Internship in Education: School Psychology Pre-doctoral III</i> Graduate with PhD | |

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

EPSY 7000 requires participation in a formal, faculty-led research team, lab, or clinic. Students enrolled in 7000 hours will work with the program director and/or their advisor to determine which faculty mentor's 7000 section to enroll under. Matches will be made and students distributed among faculty members based upon interests, faculty need, and faculty availability

^a Requires leveling with EPSY 5380 or equivalent; program will consider waiving leveling if basic statistical proficiency/competency can be determined; student must provide special request along with rationale/justification

^b Or another research, evaluation, measurement, methods, and/or statistics elective course with advisor approval based on available offerings; student and advisor will consider balance of face-to-face and distance courses (e.g., EPSY 6302, 6306, 6310, 6320, 6332, 6385, or other 6349). 18 hours must be taken in the research core, exclusive of 7000 and 8000 hours

^c This is the earliest semester a student can expect to take the Qualifying Examination. In the event the student does not pass, 8000 hours will be converted to 7000 hours. Once the student begins enrolling in 8000 hours, they have to continue enrolling in 8000 hours until the dissertation is defended successfully. However, the specific number of hours in each semester may vary. Students should discuss enrollment with advisor. By the time students finish defending the dissertation successfully, they should have received credit for at least 12 hours of 8000, but it may take more than four semesters to finish the dissertation

^d Students are required to pass their dissertation proposal prior to beginning their internship. Dissertation hours may be concurrent with internship. Discuss with advisor and/or program director if adjustments can be made to complete program in 4 years or more than 5

Educational Psychology Master's Degree and Certificate in School Psychology

To be competitive for paid internships, PhD students without a master's degree with psychology in the title should complete the requirements for the MEd degree in Educational Psychology at the end of their third year of study. Transfer students may also desire to graduate with the MEd degree and may do so at the end of their second year of study in the program. In order to do so, students need to have applied to the MEd program and be admitted prior to the beginning of the academic year in which they expect to graduate. An Advanced Graduate Certificate in School Psychology is also available for doctoral students to obtain and may be awarded after successful completion of the internship. Similar to the MEd program, students must apply to and be admitted to the Certificate program prior to the beginning of the academic year in which they expect to be awarded the Certificate. Doctoral students enrolled in the MEd or Certificate program are subject to all policies and guidelines, including the Comprehensive Examination, for the programs which can be found in the MEd Handbook.

Course Formats

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

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

Weekend Face-to-Face Courses (W)

Weekend face-to-face (W) courses (3 credit hours) are usually offered across four (4) Friday-Saturday weekends during a semester. These are intensive courses that are supported through mandatory remote learning activities between class meetings. For

example, when two courses are offered, students will attend course 1 on Friday afternoon/evening and course 2 on Saturday morning/afternoon.

Summer Intensive Courses (I)

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

Online Courses (D)

Distance-based, 100% online (D) courses comprise less than half of the organized, required Track coursework. Although offered electronically so that students may attend from a distance, courses involve some level of synchronous activity. This means that students are required to attend at their computers at specific, predetermined times in addition to working independently. All online courses require regular attendance and participation and may or may not be self-paced.

Clinical Courses (C)

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

Attendance

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

Practica

Students enroll in practicum courses that formally require 13-15 hours of supervised placement in a school 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 (Practicum II, Internship). For example, students enrolled in EPSY 5392 Practicum in School Psychology are required to have passed EPSY 5389, 5390, 5356, and 5391 with a B or better. Students are also required to have passed similar courses such as EPSY 5395 or be concurrently enrolled. Students should read the School Psychology Field Placement Handbook for all policy and procedures related to practica as well as further description of activities.

The School Psychology Track assists area students in locating appropriate practicum sites and supervision. Although students living outside of the Lubbock area are responsible for arranging practicum sites and supervision in their communities, the Track will help to communicate requirements and support supervision as feasible and appropriate. Students outside of Lubbock are encouraged to investigate practicum opportunities prior to committing to the program.

Doctoral Committee Selection and Procedures

The doctoral committee is comprised of at least three members. Students should identify the chairperson of their doctoral committee, which must be a faculty member in the department, by the end of the first semester of enrollment in the doctoral program and begin working with the chairperson to identify other committee members. When the student's committee chairperson is not one of the three core school psychology faculty members, at least one core school psychology faculty member must be included on the committee and the chairperson should work closely with the program director to ensure school psychology program policies are implemented. Chairpersons provide mentoring and guidance throughout the student's progress in the course sequence and this support is extended to the dissertation process. The chairperson will direct the qualifying examination and dissertation through coordination with committee members and the program director. Changes in dissertation committee members must be approved by the dissertation chairperson.

Scholarly Apprenticeship Requirements

In December of each academic year, all PhD students will submit to their advisor evidence of their scholarly activities and accomplishments. Expectations for scholarly apprenticeship are provided below.

1. Completion of Research Integrity Training (CITI Training). FIRST SEMESTER

2. Dissertation defense and qualifying exam presentation attendance to begin in the FIRST YEAR and EACH SUBSEQUENT YEAR in the program.
3. Submission as coauthor of a poster or paper proposal to present at a local (e.g., Graduate School Poster Competition) or regional conference (e.g., Texas Association of School Psychologists, Southwestern Educational Research Association, Southwestern Psychological Association). SECOND YEAR
4. Submission as a coauthor 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
5. Submission as a coauthor of at least one paper submitted for publication to a peer-reviewed journal. THIRD YEAR
6. Submission as a first or single author of a least one paper (typically the dissertation) submitted for publication to a peer-reviewed journal. FOURTH OR FIFTH YEAR
7. Submission of a dissertation support grant proposal (e.g., American Educational Research Association) for the last year of study. FOURTH YEAR

Qualifying Examination (QE)

In order to advance to doctoral candidacy, doctoral students must pass a Qualifying Examination (QE) to demonstrate that they are prepared (i.e., qualified) to conduct dissertation research after coursework is completed. Students must demonstrate their comprehension of and facility with fundamental principles, theories, processes, and methods that apply to the completion of research-based dissertation in school psychology. Students must demonstrate that they can think incisively and critically about theoretical, methodological, and practical aspects of school psychology to the satisfaction of their chosen committee who are deemed experts in the field. After the QE is passed, the student may formally begin the dissertation phase of their program.

Eligibility

Students are eligible to sit for the QE upon completion of all required coursework, excluding the internship. To be eligible, students must also have a formed dissertation committee with an identified chairperson from the Educational Psychology, Leadership, and Counseling department and at least two faculty members, one of which must be a core school psychology faculty member. With permission of the dissertation committee chairperson, students may sit for the QE in the semester in which coursework is completed.

Application

Students are strongly encouraged to schedule an appointment with the dissertation committee chairperson to discuss readiness for the QE. Students must request permission

to take the exam using the [Qualifying Examination Application](#) online. Verbal requests or written requests that omit either the dissertation committee chairperson or SCPY program coordinator will not be considered. Any student who fails to apply may delay their program continuation. Students will receive a confirmation email from the SCPY program coordinator and dissertation committee chairperson with formal approval or denial of their application.

Preparation

The QE administration date and deadline for applications is announced by the Program Coordinator no later than the third week of the semester. The QE administration date will be scheduled for the eighth week of the respective long semester. Upon application approval, the dissertation committee chairperson will solicit question sets from the dissertation committee members. All question sets should be submitted to dissertation committee chairs no later than one week prior to the QE administration. Students will not receive the specific questions that will be on the QE until the administration date. In general, students will be given a study guide and are encouraged to communicate with their dissertation committee chairperson and members to discuss strategies for preparation.

Format

The written examination is completed over multiple, consecutive days on-campus. However, by consent of the dissertation committee chair, the exam may be completed remotely. The QE is typically a closed-book, closed-note exam involving one question submitted per committee member; although, committee members and/or program faculty may petition for an open-book exam. Questions are typically answered in essay format; however, format may vary, including but not limited to statistical computation, analysis, and/or interpretation; short answer; and applied psychoeducational report writing. Answers should be organized and responsive to the questions chosen. The dissertation committee chair will send the student the QE questions via email at the designated start time each day, cc'ing the other committee members. At the conclusion of each day of the examination, the student will send an electronic version of the answers to each committee member and retains a personal copy.

Grading

Upon completion, each question will be graded by at least two committee members (including chair). Students must receive a "pass" rating for each question set from both (or all) committee members who participated in grading. Each committee member determines whether the student has demonstrated sufficient command of the content and the ability to design and produce an acceptable dissertation. Grading is typically completed within 5 weeks of exam conclusion. Once a pass/fail decision is made, the Committee chair will complete the [TTU Qualifying Exam Report](#) and submit it to the College of Education Graduate Advising Office, cc'ing the SCPY program coordinator, who will process it with the TTU Graduate School. Normally, the Graduate School notifies the student within 2-4 weeks of their admission to candidacy.

In the case of a marginal assessment (e.g., the student receives both pass and fail assessments on one question set), the committee may allow the student to clarify and elaborate on responses in a scheduled oral questioning session. If the committee does not achieve a consensus “pass” assessment for all question sets following the oral session, then the failed assessment is retained. The QE may be taken twice. An applicant who does not pass the QE may be permitted to repeat it once after a time lapse of at least four months and not more than 12 months from the date of the unsatisfactory examination. Failure to pass the QE within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study. For more detailed information and the official policies of the university, see the [Texas Tech University Undergraduate and Graduate Catalog \(2022\)](#).

Praxis Examination

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

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

The doctoral internship is the culminating professional practice experience in doctoral-level health service psychology. Students interested in pursuing a doctoral-level psychology license to practice at the independent level will need to ensure a prospective internship conforms to the Council of Directors of School Psychology

Programs' (CDSPP, 2017) Doctoral Internship Guidelines. At a minimum, students in the School Psychology Track must complete an internship of at least 1500 hours in activities described in the Track's Field Placement Handbook, of which, 600 of these hours must be within a school setting. Internships must be completed full-time in no less than 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. Students should consult relevant state licensure, credentialing, and certification requirements when considering the suitability of a particular internship, as some states may require up to 2000 internship hours for licensure and/or other desired credentials.

All internships require at least 2 hours per week of direct (i.e., face-to-face, individualized, scheduled) supervision by a field-based supervisor and additional hours of group or individual supervision as determined necessary by the university supervisor and/or site supervisor. To qualify as a field-based school setting supervisor in the State of Texas, the supervisor must be licensed as a Specialist in School Psychology with three years of experience practicing school psychology as a licensee without supervision. Field-based supervisors in settings other than public schools must be appropriately credentialed in the area of specialization (i.e., Board Certified Behavior Analyst, Licensed Psychologist). The internship must include direct application of assessment, intervention, behavior management, and consultation. Additionally, the internship must include children representing a range of ages, populations, and needs. In addition to the individual supervision, the intern spends at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credentialed health service provider. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship program also has two or more interns engaged in training at the same time.

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. Furthermore, internship sites and supervisors must be approved by the Track before accepting a placement. Students should read the School Psychology Track Field Placement Handbook for all policy and procedures related to internships. Additionally, information regarding internship assignments and required activities will be provided in the EPSY 5093 syllabus.

Students in the School Psychology Track who do not complete a qualifying internship as described above will be reclassified as candidates for the PhD in Educational Psychology without the School Psychology Track designation on their transcripts.

Evaluation of Student Progress and Continuation

Student performance is evaluated throughout the program of study. At the end of each calendar year, students will submit a report of their progress to their advisor. Student evaluation is conducted to provide information to students and faculty concerning student readiness for practice, student acquisition of distinctive skills and to provide information concerning the effectiveness of the teaching, advising, and supervision of the 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 demonstrate expected mastery and competency approximating independent practice. Students who fail to meet specified criteria for progress will not be permitted to continue in the program unless a program of remediation (developed by the program director and student's advisor) is successfully completed. The chart below provides an overview of coursework and application of coursework as well as their relationship to state and national standards.

Coursework Relationship to State and National Standards

| Course | TSBEP ¹ Requirement | NASP ² Domain |
|---|--|------------------------------------|
| EPSY 5093 Internship | Internship | Internship |
| EPSY 5323 Cultural Foundations of Education | Multi-cultural Bases of Behavior | Domains 3, 4, 7, 8 |
| EPSY 5331 Human Development in Education | Child or Adolescent Development | Domains 3, 4, 5, 7, 8 |
| EPSY 5332 Educational Psychology & Learning | Human Learning | Domains 3, 4, 5, 6, 7, 8 |
| EPSY 5340 History & Systems in Educational Psychology | Organization and Operation of Schools | Domain 10 |
| EPSY 5356 Educational & Psychological Assessment & Decision Making | Socio-emotional, including Behavioral and Cultural Assessment | Domain 1 |
| EPSY 5360 Practical Educational Program Evaluation | Research and Statistics | Domains 5, 9 |
| EPSY 5381 Intermediate Educational Statistics | Research and Statistics | Domain 9 |
| EPSY 5389 Individual Intelligence Testing | Psychoeducational Assessment | Domain 1 |
| EPSY 5390 Ethics, Standards, & Best Practices in School Psychology | Professional, Legal, and Ethical Issues | Domain 10 |
| EPSY 5391 Assessment & Interventions in Schools | Classroom Management; Behavior Management | Domains 1, 2, 4, 6, 7, 8, 9 |
| EPSY 5392 Practicum in School Psychology | Practicum | Practicum |
| EPSY 5393 Counseling Interventions for School Psychologists | Counseling | Domain 4 |
| EPSY 5394 Advanced Evidence Based Interventions | Counseling | Domain 4 |
| EPSY 5395 Consultation in Schools | Consultation | Domains 2, 5, 6, 7 |
| EPSY 5396 Biological Foundations of Educational Problems | Biological Bases of Behavior | Domains 3, 4 |
| EPSY 5398 Social Bases of Behavior | Social Bases of Behavior | Domains 1, 3, 4, 5, 6, 7, 8, 9, 10 |
| EPSY 6301 Structural Equation Modeling | Research and Statistics | Domain 9 |
| EPSY 6302 Survey Research | Research and Statistics | Domain 9 |
| EPSY 6303 Educational Measurement | Research and Statistics | Domain 9 |
| EPSY 7000 Research | Research and Statistics | Domain 9 |
| EPSY 6349 Advanced Academic Assessment & Intervention in Schools | Instructional Design | Domains 1, 2, 3, 4, 5, 7, 9 |
| EPSY 6349 Advanced School Psychology Assessment & Intervention of Child & Adolescent Psychopathology | Psychopathology or Exceptionalities; Socio-emotional, including Behavioral and Cultural Assessment | Domains 1, 8 |
| EPSY 6379 Foundations of Educational Research | Research and Statistics | Domain 9 |
| EPSY 8000 Doctor's Dissertation | Engaged Research | |

¹Texas State Board of Examiners of Psychologists

²National Association of School Psychologists

Coursework and Minimum GPA Requirement

Students must earn an "A" or "B" grade in all School Psychology Track coursework and individually-prescribed leveling classes such as EPSY 5380. Grades that fall below these

criteria can be replaced when students retake the courses and earn either an “A” or “B.” Students should note, however, that although the Track recognizes the replacement, the initial course grade will remain on students’ transcripts and will be used to calculate overall GPA. Students’ grades are reported to the School Psychology Program Director at the end of each semester. Scores are recorded in the School Psychology Assessment Database and reviewed in the context of overall student progress. The results are used to not only advise students but to evaluate School Psychology course quality and consistency in relation to the Track’s goals.

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.

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 Director to document the situation, propose corrective action, and develop a specific timeline for completion of the corrective action. Upon completion of the corrective action, the student will again meet with the advisor and Program Director to review the student’s progress, discuss future training needs, and document that the issue has been successfully resolved. The following are examples of incidents that might lead to advisor and program involvement.

1. Inadequate academic performance (e.g., obtaining a grade below a “B” in School Psychology Track coursework)
2. Unprofessional behavior (e.g., arriving late to a 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. Failure to disclose incidence(s) or behavior that may pose potential or foreseeable risk for liability in professional practice
5. Lack of resolution of probationary issues

The steps below detail the dismissal process and protections.

Step 1—A faculty member within the School Psychology Track or Educational Psychology program submits a written complaint to the School Psychology Track Program Director 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 Director and faculty.

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

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

Step 4—Upon review of the documentation, the Department Chair of Educational Psychology and Leadership may find evidence to dismiss the complaint, send the complaint back to Step 2 for the development of corrective action, or may indicate agreement with the program decision.

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

Appeal and Grievance Procedures

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

Licensing, Certification, and Professional Organizations

Because the School Psychology 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, 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. Although impromptu advising and exchanges that occur after class or outside of office hours (including email exchanges) can be beneficial, students should not rely upon this approach. Impromptu advising and exchanges typically occur without documentation and records that would provide a complete picture of the student's situation and educational needs. Thus, miscommunication is a likely result. A hierarchy of advising experiences is provided below to assist students in determining what action they should take to get the information that they need.

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

Students with questions concerning course descriptions, School Psychology course schedules, comprehensive exam dates, required textbooks, last day to register deadlines, etc. should avoid contacting their advisor unless they are unable to locate the information in program documentation or university websites. Students with concerns that relate to a specific course should work with the course instructor of record. Students may contact their advisor if their questions directed to an instructor of record have not been addressed within a reasonable period of time.

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

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

3. Videoconferencing (Skype, Zoom)

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

relevant articles, manuscript/report sections, and/or databases in the case of research advising.

4. Office visit

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

Below are examples of advising issues by advising experience type.

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

*Requests for references should be accompanied by the student’s CV and/or résumé, the position/scholarship announcement or description, and a brief written summary of the student’s skills and experience related to the position/scholarship.

Understanding and following the spirit of the advising instructions will help to ensure that all students will have access to attentive, focused advising. Students who do not comply with the advising instructions will be redirected to the current document and informed of the appropriate action to take. Continued advising requests and demands that fall outside the instructions will lead to termination of the advising relationship.

Appendix B—Course Transfer Approval Worksheet

SCHOOL PSYCHOLOGY Track, EPSY PhD

Course Transfer Approval

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

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

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

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—Level 1 Journals and Conferences

| Journal | Requirement |
|---|---|
| <p><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 Developmental Psychology</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 Early Adolescence</i> <i>Journal of Educational and Psychological Consultation</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>Journal of Youth and Adolescence</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 Mental Health</i></p> | <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> |

| <p><i>School Psychology International</i> <i>School Psychology Quarterly</i> <i>School Psychology Quarterly</i> <i>School Psychology Review</i></p> | |
|--|---|
| <p>Conference</p> | <p>Requirement</p> |
| <p>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</p> | <p>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 advisor</p> |

*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.