



TEXAS TECH UNIVERSITY™

**Educational Psychology
M.Ed. Program
With
School Psychology
Certificate**

2019-2020 MASTER'S STUDENT HANDBOOK

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School Psychology in Texas

To practice school psychology in the State of Texas, an individual must become licensed as a Specialist in School Psychology (LSSP) by the Texas 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 Ph.D. replacing the Ed.D. in 2004. Although much of the School Psychology coursework was offered in the early years of the Educational Psychology program, the School Psychology sequence was not formally instituted until 2010. The Texas Tech University Educational Psychology program offers the only Ph.D. level Track in School Psychology in West Texas, or an area spanning approximately 84,000 square miles. The School Psychology Certificate was added to compliment the Master’s of Education in Educational Psychology (M.Ed.) to train school psychologists at the specialist level in 2018 in response to the need for mental health services and school psychologists not only locally and in the surrounding areas but also nationwide.

Philosophy, Goals, and Objectives of the Concentration

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

Scientist-Practitioner Model

Educational psychology is an applied field of psychology that focuses on the improvement of education through the application of psychological theory and principles. The field of educational psychology emphasizes knowledge of psychology but also knowledge of the methodology and research tools that are needed to answer important questions in the field of education. The additional emphasis or Concentration in School Psychology allows students to use this research-based training to support their development of knowledge and skills related to conducting psychological assessment, developing and implementing psychological and behavioral interventions, and supporting educators through consultation in the P-12 school context. Due to their strong research background and understanding of psychological theory, scientist-practitioners are able to address questions that arise in their practice by accessing the current research base and monitoring and evaluating elements of their practice. Thus, the School Psychology Concentration of the Educational Psychology M.Ed. program does not separate research from practice. Instead, the program prepares scientist-practitioners embedded in P-12 situations and contexts.

Overarching Goals and Objectives

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

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

Objective 2: Graduates will demonstrate competence in the research process, which includes generating meaningful research questions from critical evaluation of the existing research literature and knowledge of educational practice, designing studies with measures associated with valid and reliable

scores, conducting statistical analyses, interpreting analyses, and evaluating threats to validity and reliability.

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

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

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

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

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

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

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

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

Objective 9: Students competently apply multicultural awareness to all facets of their research and practice of psychology (assessment and related diagnostic activities; intervention development, implementation, and evaluation; and consultation) across educational settings.

Trademark Outcomes

The School Psychology Concentration prepares students to become school psychologists not only capable of providing the full range of professional services but effectively designing and/or implementing evidence-based interventions. The Concentration further

emphasizes students' skill development in the ongoing evaluation and monitoring of interventions. Students' progress is assessed as students are incrementally introduced to different levels of this highly specialized practice. At the end of their training, students completing the Concentration will demonstrate not only their ability to implement psychological services to effect positive change in the lives of children but highly specialized skills in all aspects of interventions in schools. Therefore, Concentration graduates will possess distinctive skills that are highly valued by employers of school psychologists.

Distinctive Skills

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

Phase I Emphasis

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

Phase II Emphasis

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

Phase III Emphasis

- School psychologists implement intervention plans using evidence-based consultation models that improve student achievement, behavior, and/or social-emotional functioning.

- School psychologists regularly monitor (i.e., collect, analyze, and interpret data) results of implemented interventions.
- School psychologists modify interventions that do not yield positive student results through the integration of data, research, and theoretical foundations.

School Psychology Faculty

The School Psychology Concentration faculty is comprised of three core members: Patricia Hawley, Ph.D., Joy Wang, Ph.D., and Tara Stevens, Ed.D. These individuals make decisions for the Concentration and serve as advisors for school psychology students. Brook Roberts, M.A., L.S.S.P. is Director of School Psychology and coordinates the program. The School Psychology Concentration is also supported by faculty members and other adjunct instructors from the Educational Psychology program who teach courses required in the School Psychology Concentration course sequence.

Admission to the M.Ed. Program and Concentration with Certificate

Students with bachelor's and 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. When applying to the Educational Psychology M.Ed. School Psychology Concentration, students are also applying for the Certificate in School Psychology.

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

- Statement of Purpose to include the prospective student's
 - Learning goals
 - Career goals
 - Prior experience working in education and school settings
 - Prior experience working with children
 - Prior experience working with special populations
 - Special skills, knowledge base, and/or abilities
- Curriculum Vitae (or résumé)
 - Educational background

- Specialized training and licensure/certifications
 - Work experience
 - Conference presentations
 - Awards, fellowships, and scholarships
- GRE scores
 - Required for admission
 - Must be no older than 5 years
 - No cut point is set for scores
- Transcripts
 - Transcripts from all institutions attended should be submitted
 - Students with an undergraduate Grade Point Average (GPA) below 3.00 or graduate Grade Point Average below 3.50 are encouraged to provide an explanation in their Statement of Purpose
- Two letters of recommendation
 - The two recommenders should include individuals with knowledge of the prospective student's academic performance and his/her experience working in education, in school settings, and/or with children

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

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

Admission to the School Psychology Certificate without the M.Ed.

Students with graduate degrees in other areas of psychology who are seeking licensure or re-specialization as school psychologists may apply for the School Psychology Certificate. Students seeking this option should require no more than 15 hours of coursework and/or practical experiences to be license or certificate eligible. Those who need more coursework and/or practical experiences should also complete the M.Ed. Students should review their state's licensing board or education agency for license and certification requirements.

Applicants must demonstrate evidence of and/or potential for competence, autonomy, and relatedness in educational settings through the following materials:

- Statement of Purpose to include the prospective student's
 - Learning goals
 - Career goals
 - Prior experience working in education and school settings
 - Prior experience working with children

- Prior experience working with special populations
 - Special skills, knowledge base, and/or abilities
- Curriculum Vitae (or résumé)
 - Educational background
 - Specialized training and licensure/certifications
 - Work experience
- GRE scores
 - Required for admission
 - Must be no older than 5 years
 - No cut point is set for scores
- Transcripts
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 - Students with an undergraduate Grade Point Average (GPA) below 3.00 or graduate Grade Point Average below 3.50 are encouraged to provide an explanation in their Statement of Purpose
- Two letters of recommendation
 - The two 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.

Within the School Psychology Concentration, 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 Concentrations in the Educational Psychology programs who are interested in changing their Concentration to school psychology are required to submit a new application as delineated above as they receive no advantage in the admission process. Prospective students may contact the program director for inquiries related to student positions available each semester.

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

Research Assistantships and Student Financial Support

Students interested in assistantships and other financial support should submit applications with the assistance of their temporary advisor. Assistantships and financial

support are not guaranteed. Research assistantships are typically awarded to doctoral level students. The links below provide information concerning student financial support.

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

(<http://www.depts.ttu.edu/gradschool/funding/>)

[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/>)

Concentration Course Sequence and Coursework

The School Psychology Concentration course sequence is comprised of 57 hours of coursework. Students must also complete 3 semester credit hours of internship, which supports a 1200-hour internship placement, prior to graduation for a total of 60 hours. All requirements must be completed 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 Concentration-specific courses will only be taught in designated semesters.

School Psychology Concentration – Course Sequence

Fall	Spring	Summer
Year 1		
EPSY 5331 Human Development in Education (online)	EPSY 5332 Educational Psychology & Learning (online)	EPSY 5340 History & Systems in Educational Psychology (online)
EPSY 5389 Individual Intelligence Testing: School Psychology (3 Saturdays)	EPSY 5356 Educational & Psychological Assessment & Decision Making (3 Saturdays) [Phase I Assessment]	EPSY 5395 Consultation & Supervision in Schools (intensive, even years) / EPSY 5398 Social Bases of Behavior (intensive, odd years)
EPSY 5390 Ethics, Standards, & Best Practices in School Psychology (3 Saturdays)	EPSY 5381 Intermediate Educational Statistics (online or face-to-face)*	
EPSY 6379 Foundations of Educational Research (online or face-to-face)	EPSY 5391 Assessment & Interventions in Schools (3 Saturdays) [Phase II Assessment]	
Year 2		
EPSY 5392 Practicum in School Psychology [Phase IIIa Assessment]	EPSY 5323 Cultural Foundations of Education (3 Saturdays)	EPSY 5395 Consultation & Supervision in Schools (intensive, even years) / EPSY 5398 Social Bases of Behavior (intensive, odd years)
EPSY 5393 Counseling Interventions for School Psychologists (3 Saturdays)	EPSY 5392 Practicum in School Psychology [Phase IIIb Assessment]	
EPSY 5396 Biological Foundations of Educational Problems (online)	EPSY 6330 Cognition & Instruction (online or face-to-face)	
EPSY 6349 Advanced School Psychology Assessment (3 Saturdays)	EDSP 5300 Exceptional Children & Youth (online)	
Year 3		
EPSY 5093 Internship (2 hours)**	EPSY 5093 Internship (1 hour)**	

*Students may require EPSY 5380 as leveling for EPSY 5381

**At the start of the final semester, students must pass the Master's Comprehensive Exam.

Transfer Credit

Students may transfer up to 6 hours of coursework if it was completed in the last 7 years with a grade of "B" or better. Students interested in transferring credit should schedule an appointment with their advisor and must submit associated syllabi and transcripts prior to

completion of the first year of Concentration coursework. Coursework must match a comparable Texas Tech course and can only be considered for transfer if a syllabus is submitted and course requirements are consistent with NASP training guidelines. This is determined by the completion of the Course Transfer Worksheet (see [Appendix B](#)).

Course Formats

The School Psychology Concentration is considered a face-to-face program, and quality, direct supervision of students is highly valued. However, course formats and scheduling have been planned to accommodate professionals working in educational settings. Students living outside of the Lubbock area can complete the course sequence by traveling to campus for scheduled weekend courses three 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.

Weekend Face-to-Face Courses

Weekend face-to-face courses (3 credit hours) are offered across three to six Saturdays during a semester. When two courses (6 credit hours) are offered in a semester, six face-to-face weekends are scheduled. These are intensive courses that are supported through electronic media in between class sessions.

Summer Intensive Courses

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

Online Courses

Online courses comprise less than half of the required Concentration 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 are not self-paced.

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 (e.g., the Phase I Assessment that occurs in the first practicum must be successfully passed before the student may enroll in Phase II courses). Students should read the School Psychology Field Placement Handbook for all policy and procedures related to practica as well as further description of activities.

Comprehensive Examination

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

Students complete the comprehensive examination at the start of the semester of their graduation. At the start of this semester, they will file an intent to graduate and complete the College of Education application for the comprehensive examination, which can be found on the college website. Students may contact the program director for information about how to prepare.

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

Praxis Examination

Upon completion of coursework, School Psychology Concentration students must complete and pass the Praxis School Psychologist Test administered by the Educational Testing Service (ETS). Students can find the test's content description at 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 score reports to Texas Tech University.

Internship

Students complete a 1200-hour internship in school psychology, 600 of these hours must be within a school setting. Internships must be completed full-time within 10 months or within two years if completed on a part-time basis. A school setting is one where the primary goal is the education of P-12 students of 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 300 hours out of the 1200 specialist internship hours.

All internships require at least 2 hours per week of direct (i.e., face-to-face, individualized) supervision by a field-based supervisor and additional individual and group supervision as determined necessary by the university supervisor. To qualify as a field-based school setting supervisor in the State of Texas, the supervisor must be licensed as a Specialist in School Psychology with 3 years of experience practicing school psychology as a licensee without supervision. Field-based supervisors in settings other than public schools must be appropriately credentialed in the area of specialization (i.e., Board Certified Behavior Analyst, Licensed Psychologist). The internship must include direct application of assessment, intervention, behavior management, and consultation. Additionally, the internship must include children representing a range of ages, populations, and needs.

School Psychology Concentration faculty will offer assistance with securing an internship site. However, students are ultimately responsible for locating and securing their internships. Students should read the School Psychology Concentration Field Placement Handbook for all policy and procedures related to internships.

Evaluation of Student Progress and Continuation

Student performance is evaluated throughout the program of study. Student evaluation is conducted to provide information to students and faculty concerning student readiness for practice, student acquisition of distinctive skills and to provide information concerning the effectiveness of the teaching, advising, and supervision of the Concentration. Prior to entry into new phases of study and practice, students must demonstrate that they have acquired specified levels of competency. 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 director and student's advisor) is successfully completed. The chart below provides an overview of coursework and Phase Assessment as well as their relationship to college, state, and national standards.

Coursework Relationship to College, State, and National Standards

Course	COE¹ Distinctive Skill Phase	TSBEP² Requirement	NASP³ Domain
EPSY 5390 Ethics and Best Practice in School Psychology	Phase I	Professional, Legal, and Ethical Issues	Foundations (Domain 10)
EPSY 5331 Human Development in Education	Phase I	Child or Adolescent Development	Foundations (Domain 8)
EPSY 5389 Individual Intelligence Testing	Phase I	Psychoeducational Assessment	Practices that Permeate All Aspects of Delivery (Domain 1)
EPSY 6379 Foundations of Educational Research	Phase I	Research and Statistics	Foundations (Domain 9)
EPSY 5356 Educational & Psychological Assessment & Decision Making	Phase I	Socio-Emotional, including Behavioral and Cultural Assessment	Practices that Permeate All Aspects of Delivery (Domain 1)
EPSY 5332 Educational Psychology & Learning	Phase I	Human Learning	Foundations (Domain 8)
EPSY 5391 Assessment & Interventions in Schools	Phase I	Behavior Management; Counseling	Direct and Indirect Services (Domain 3 & 4)
EPSY 5392 Practicum in School Psychology	Phase I Assessment ⁴	Practicum	Practicum
EPSY 5340 History & Systems in Educational Psychology	Phase II	Organization and Operation of Schools	Foundations (Domain 10)
EPSY 5323 Cultural Foundations of Education	Phase II	Multicultural Bases of Behavior	Foundations (Domain 8)
EPSY 5398 Social Bases of Behavior	Phase II	Social Bases of Behavior	Foundations (Domain 8)
EPSY 5381 Intermediate Educational Statistics	Phase II	Research and Statistics	Foundations (Domain 9)
EPSY 5393 Counseling Interventions for School Psychologists	Phase II	Behavior Management; Counseling	Direct and Indirect Services (Domain 3, 4, & 7)
EPSY 6349 Advanced Assessment III	Phase II	Psychopathology or Exceptionalities; Socio-Emotional, including	Practices that Permeate All Aspects of Delivery

		Behavioral and Cultural Assessment	(Domain 1); Foundations (Domain 8)
EPSY 5392 Practicum in School Psychology	Phase II Assessment ⁴	Practicum	Practicum
EPSY 5396 Biological Foundations of Educational Problems	Phase III	Biological Bases of Behavior	Foundations (Domain 8)
EPSY 5395 Consultation & Supervision in Schools	Phase III	Consultation	Practices that Permeate All Aspects of Delivery (Domain 2); Direct and Indirect Services (Domains 5, 6, & 7)
EPSY 6330 Cognition & Instruction	Phase III	Instructional Design	Foundations (Domain 8)
EPSY 5392 Practicum in School Psychology	Phase III Assessment ⁴	Practicum	Practicum
EPSY 5093 Internship	Phase III	Internship	Internship

¹College of Education

²Texas State Board of Examiners of Psychologists

³National Association of School Psychologists

⁴Phase Assessments are conducted by the program director

Coursework and Minimum GPA Requirement

Students must earn an “A” or “B” grade in all School Psychology Concentration coursework. Grades that fall below these criteria can be replaced when students retake the courses and earn either an “A” or “B.” Students’ grades are reported to the School Psychology Program Director at the end of each semester. Scores are recorded in the School Psychology Assessment Database and reviewed in the context of overall student progress. The results are used to not only advise students but to evaluate School Psychology course quality and consistency in relation to the Concentration’s goals.

Practicum and Phase Assessments

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

Practicum II/Phase II Assessment requires students to demonstrate an understanding of Consultation and Collaboration, Interventions and Mental Health Services to Develop Social and Life Skills, Interventions and Instructional Support to Development Academic Skills, School-Wide Practices to Promote Learning, Preventative and Responsive Services, and Family-School Collaboration Services. Students will demonstrate their skill in developing, implementing, monitoring, and modifying a field-based intervention at Phase II.

Practicum III/Phase III Assessment requires that students demonstrate their skills in implementing interventions in the school context.

All scores will be reported to the School Psychology Program Director who will compile the data in the School Psychology Concentration 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 director. 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 Concentration's goals.

School Psychologist Praxis Examination

Refer to "Praxis Examination" to review criteria.

Probation and Dismissal from the School Psychology Concentration

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

1. Inadequate academic performance (e.g., obtaining a grade below a "B" in School Psychology Concentration coursework)
2. Unprofessional behavior (e.g., arriving late to a public school classroom observation)

Students working through corrective action are considered to be on "program probation."

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

1. Continued inadequate academic performance
2. Plagiarism (refer to the Texas Tech University student handbook)

3. Unethical or ongoing unprofessional behavior
4. Lack of resolution of probationary issues

The steps below detail the dismissal process and protections.

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

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

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

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

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

Appeal and Grievance Procedures

Graduate student appeals/grievances originating within the College of Education are handled first within the specific program area, and if unresolved, appeals/grievances will

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

Licensing, Certification, and Professional Organizations

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

All students are encouraged to join the [National Association of School Psychologists](http://www.nasponline.org) (<http://www.nasponline.org>), the Texas Association of School Psychologists (<http://www.txasp.org>), the [American Psychological Association](http://www.apa.org/) (<http://www.apa.org/>), and Division 16 of the APA. Students can benefit from the education provided by these organizations as well as opportunities for reduced rates for liability insurance, continuing education, and conference attendance.

Appendix A—Advising and Degree Plan Instructions

Educational Psychology, School Psychology Instructions for Seeking Advising

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

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

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

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

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

3. Videoconferencing (Lync, Skype, Zoom)

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

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

4. Office visit

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

Below are examples of advising issues by advising experience type.

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

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

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

Appendix B—Course Transfer Approval Worksheet

SCHOOL PSYCHOLOGY Concentration, EPSY M.Ed.

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 course catalog descriptions and syllabi.

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

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

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

Course Name and Number _____

Since completing the course:

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

Course Name and Number _____

Since completing the course:

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