

**STUDENT HANDBOOK:**

**SPECIALIST IN SCHOOL PSYCHOLOGY PROGRAM**

**Department of Psychology, Counseling and Special Education**

**Texas A&M University-Commerce**

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The purpose of this handbook is to provide you with information that is relevant to the Texas A&M University-Commerce School Psychology Program. This handbook will be revised on a regular basis as changes occur in the program, so you will want to have a current copy. In addition to the information in the handbook, you will want to be familiar with the information in the university Graduate Catalog. Be sure to ask the School Psychology Program Coordinator if you have any questions that are not addressed in the handbooks.

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**SPECIALIST IN School Psychology** **PROGRAM**  
**Texas A&M University-Commerce**

The Department of Psychology, Counseling and Special Education at Texas A&M University-Commerce first offered a master’s degree program in School Psychology in the fall of 1978. Subsequent to the advent of state licensure and the adoption of national credentialing standards, the School Psychology curriculum and program requirements were re-evaluated and extensively modified. The program now prepares students for attainment of a Specialist in School Psychology degree (SSP) as opposed to a traditional master’s degree. The current specialist degree program is consistent with the licensure requirements published by the Texas State Board of Examiners of Psychologists for the Licensed Specialist in School Psychology (LSSP). Additionally, the program has been granted national approval, with conditions, from the National Association of School Psychologists (NASP) and is considered consistent with the requirements of NASP for the Nationally Certified School Psychologist (NCSP).

Upon completion of the 66-hour degree program, graduates are eligible for licensure in the state of Texas as a LSSP and at the national level as a NCSP. The 66-hour degree program includes 6 hours of practicum and 6 hours of internship. The remaining 54 academic course hours are in the content areas of psychological foundations, research and statistics, educational foundations, assessment, intervention, and professional and legal issues. A curriculum degree plan and list of courses with suggested sequencing through the program is included in this document.

The degree program in School Psychology overlaps considerably with courses required by the Diagnostician Certification program offered in Special Education. Specifically, 24 course hours from the School Psychology program are common to the Diagnostician program. Typically, students enrolled in the Diagnostician program, upon acceptance into the School Psychology program, will be able to transfer a significant amount of course credit from the Diagnostician program into the School Psychology program. The School Psychology coursework is also highly correlated with the coursework for the Applied Master’s program, with 48 hours of coursework and 6 hours of practicum overlapping between the two programs.

Texas A&M University-Commerce is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's, master's, and doctoral degrees and by the Texas Higher Education Coordinating Board <http://www.thecb.state.tx.us/> ). The Departmental website can be viewed at <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/psychologycounselingspecialeducation/default.aspx>

The main offices of the department are in Binnion Hall, Room 201-205. Faculty offices have the names of the faculty above the door and are located throughout the second floor of Henderson and Binnion Halls. Mailboxes for faculty and graduate assistants are located in Room 206. A bulletin board for graduate students enrolled in the School Psychology Program is located along the wall in the hall between H209 and H210.

**Mission Statements**

**Texas A&M University-Commerce:** Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners.

**Texas A&M University-Commerce School Psychology Program:** Our mission is to train and aid students in their development of the character necessary to practice successfully as school psychologists. As professionals, our graduates will contribute to communities by providing creative, compassionate, and evidenced-based service delivery to diverse populations.

**National Association of School Psychologists:** To promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

**American Psychological Association, Division 16 School Psychology**: The ultimate goal of all Division activity is the enhancement of the status of children, youth, and adults as learners and productive citizens in schools, families, and communities.

**PURPOSE STATEMENTS**

**Texas A&M University-Commerce:** Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social, and economic vitality of Texas and beyond.

**Texas A&M University-Commerce School Psychology Program:** To provide a knowledge base for school psychology that embraces an integrated sequence of psychological foundations, educational foundations, assessment, interventions, and professional practice that is applied to working with diverse student populations.

**Program PHILOSOPHY & Training Objectives**

The overall philosophy of the school psychology program at Texas A&M University-Commerce provides the foundation for preparing candidates for practice in the profession. We share the belief that all children have unique patterns of capabilities expressed in abilities, knowledge, and skills. We believe that all children will benefit when provided with a well-prepared professional school psychologist who is committed and competent to contribute unique knowledge and skills to ensure that all children have the opportunity to develop to their own highest potential.

Our primary objective is to train highly skilled school psychologists who are capable of contributing to communities by providing creative, compassionate, and evidenced based service delivery to diverse populations. Additional objectives include to: (a) understand and not to blame or discriminate against others, (b) perform best practices by beginning with an understanding of the current research literature and our obligation to contribute to applied research in our profession, (c) search for patterns and provide insights that assist schools in meeting their obligations to help all students learn, (d) become experts in establishing relationships that support growth and improvement in students, and (e) become supporters and facilitators of positive climates, healthy processes, and positive outcomes in our working environments. The commitment and competency of each school psychology candidate is developed through a coordinated and sequenced curriculum of experiences that includes both academic learning and guided practice.

Our goal is for each candidate to successfully attain mastery of each of the NASP domains. These domains include the development of data-based decision-making and accountability; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; school-wide practices to promote learning; preventive and responsive services; family-school collaboration services; diversity in development and learning; research and program evaluation; and legal, ethical and professional practice. A brief description of the domains is listed below and is taken from the Standards for Graduate Preparation of School Psychologists (NASP, 2010).

**Domains of School Psychology Training and Practice**

Our goal is that School Psychology candidates demonstrate entry-level competency in each of the following domains of professional practice upon successful completion of the program.

|  |  |
| --- | --- |
| **Data-Based Decision-Making and Accountability (1)** | School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. |
| **Consultation and Collaboration (2)** | School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. |
| **Interventions and Instructional Support to Develop Academic Skills (3)** | School psychologists have knowledge of bio- logical, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. |
| **Interventions and Mental Health Services to Develop Social and Life Skills (4)** | School psychologists have knowledge of bio- logical, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. |
| **School-Wide Practices to Promote Learning (5)** | School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. |
| **Preventive and Responsive Services (6)** | School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi- tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. |
| **Family–School Collaboration Services (7)** | School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partner- ship/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. |
| **Diversity in Development and Learning (8)** | School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. |
| **Research and Program Evaluation (9)** | School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. |
| **Legal, Ethical, and Professional Practice (10)** | School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. |

**Program Faculty**

The faculty of the School Psychology Program at Texas A&M University – Commerce come from a variety of training and personal backgrounds. The program is committed to maintaining this diversity among faculty and seeks to recruit individuals from diverse backgrounds to train our students.

Jennifer L. Schroeder, Ph.D. (University of Wisconsin-Madison), Associate Professor, Program Coordinator

Dr. Schroeder has provided psychological services to multiple school districts in Texas and continues to work a variety of community schools and agencies. Additionally, she serves on multiple committees within the university and in the community. She is both a Licensed Psychologist and a Licensed Specialist in School Psychology in the state of Texas. Additionally, she is a Nationally Certified School Psychologist (NCSP).

Courses taught: Professional School Psychology, Applied Behavior Analysis, Advanced Behavioral Assessment and Intervention, and Introduction to Assessment.

Research interests: School psychological services in urban school districts, mental health service access for underserved populations, crisis intervention, and systems-level consultation.

Contact information: (903)886-5593; Jennifer.Schroeder@tamuc.edu

Sarah J. Conoyer, Ph.D. (University of Missouri), Assistant Professor

Dr. Conoyer has provided psychological services in public schools and private therapeutic schools in Illinois and is a Licensed Specialist in School Psychology and Licensed Psychologist in the state of Texas. Additionally, she is a Nationally Certified School Psychologist (NCSP). Courses taught: School Based-Interventions, Professional School Psychology, Abnormal Psychology, and Consultation. Her research interests include Academic Achievement, Curriculum Based Measurement, Response to Intervention in Secondary Schools, and the Evaluation of Data-Based Decision Making models and frameworks.

Contact information: (903) 468-3326; [Sarah.Conoyer@tamuc.edu](mailto:Sarah.Conoyer@tamuc.edu)

DeMarquis Hayes, Ph.D. (Tulane University), Assistant Professor

Dr. Hayes is a Licensed Specialist in School Psychology and a Licensed Psychologist in the state of Texas and has provided psychological services to both public and charter schools in the Dallas metroplex for several years. His primary research interests include examining issues of resilience and vulnerability in children and adolescents, especially those from ethnic minority backgrounds. Specifically, he is interested in examining home and school components that enhance student achievement and normative developmental outcomes. In addition, Dr. Hayes is also interested in examining variables that contribute to success in higher education for students, especially those from ethnic minority backgrounds. The purpose of this research is to examine perceived and/or actually barriers to higher education for ethnic minority students. Throughout his career in academia, Dr. Hayes has taught a variety of graduate courses including Cognitive Assessment, Academic Assessment, Social-Emotional Assessment, Consultation, and Diversity in Family and Schools.  
Contact Information: (903)886-5979; [DeMarquis.Hayes@tamuc.edu](mailto:DeMarquis.Hayes@tamuc.edu)

Steve Ball, Ph.D. (Texas Tech University), Associate Professor

Dr. Ball received his Ph.D. in developmental psychology in 1971. After additional training in clinical work, he was licensed as a psychologist in Texas in 1973, as a professional counselor in 1983, and as a Licensed Specialist in School Psychology in 1997, maintaining a private practice continuously since 1982. Since 1970, Steve has taught at East Texas State University, now Texas A&M University-Commerce, where he holds the rank of associate professor and is the Clinic Supervisor for the Psychology Department at the Community Counseling and Psychology Clinic. Steve's career has been shaped by many influences, including his desire to blend an interest in empirical and philosophical psychology with the subtleties and demands of applied work in the field. Research interests: Normal and pathological development, “theory of mind” research, assessment, and applied intervention.

Contact information: (903)886-5586; [Steve.Ball@tamuc.edu](mailto:Steve.Ball@tamuc.edu)

Kelly Carerro, Ph.D., BCBA (University of North Texas), Assistant Professor

Dr. Carrero earned her doctorate in special education with an emphasis on behavioral disorders at the University of North Texas. Prior to entering academia, Dr. Carrero served children identified with exceptionalities and behavioral concerns in a variety of settings. Research projects serve as a vehicle for positive social change and advocacy for children identified with exceptionalities and challenging behaviors (including Autism Spectrum Disorders). Specifically, she is interested in identifying (a) demographic disparities in the special education evidence-base, (b) interventions that increase access to social capital for children and families from diverse backgrounds, and (c) culturally responsive practices in research and service delivery.

Courses taught: Applied Behavioral Analysis, Single Subject Design, Behavior Management, and Instruction of Students with Autism Spectrum Disorders.

Contact information: 903-886-5592; [Kelly.Carerro@tamuc.edu](mailto:Steve.Ball@tamuc.edu)

Gail E. Johnson, Ph.D. (University of Missouri-Columbia), Associate Professor

Dr. Johnson has worked as a licensed psychologist in Missouri and Texas, providing clinical services in the areas of rehabilitation, health psychology, substance abuse and chronic mental illness. She is the former clinical director of behavioral health services at Harry Truman Memorial Veterans Hospital. She was an adjunct professor in the departments of Psychiatry and Neurology and Physical Medicine and Rehabilitation at the University Of Missouri School Of Medicine. She has provided clinical supervision to pre- and post-doctoral psychology graduate students, psychiatry residents and clinic practicum students.

Courses taught: Research Ethics, Abnormal Psychology, Personality Theory, Psychological Principles of Consultation, Psychological and Educational Statistics, Ethical Issues in Organizations, Child Development, Experimental Psychology, Intelligence testing, Health Psychology, and Transition from School to Work. She has also taught continuing education classes for psychologists, teachers and nurses.

Contact Information: (903) 886-5594: Gail.Johnson@tamuc.edu

Beth A. Jones, Ph.D. (Louisiana State University), Assistant Professor of Special Education

Dr. Jones was employed as a special education teacher in both College Station ISD and Melissa ISD for a combined seven years. She has taught resource math, resource reading/language arts and inclusion, teaching students with autism, learning disabilities, other health impairments, traumatic brain injury, emotional disturbance, hearing impairments and language impairments. Additionally, Dr. Jones served as the lead special education teacher for five of her seven years of teaching.

Courses taught: Methods of Teaching Reading and Math, Methods of Teaching the Mildly Handicapped: Oral and Written Expression, Inclusion Strategies and Accommodations, and Collaboration, Accommodation & Modification

Research interests: Parental involvement in Individual Education Programs, Visual Impairments, and Vocational Training

Contact information: (903)886-5934; [Beth.Jones@tamuc.edu](mailto:Beth.Jones@tamuc.edu)

**Affiliated/Departmental Faculty**

Carlson, Curt, Ph.D., University of Oklahoma; Memory in applied contexts, eyewitness identification.

Carlson, Maria, Ph.D., University of Oklahoma; Psychometrics, testing.

Green, Raymond, Ph.D., Rutgers University; Stereotypes, social psychology.

Henley, Tracy B., Ph.D., University of Tennessee; Cognitive science, history and philosophy of

psychology.

Hogan, Lois, Ed.D., East Texas State University; Teacher education.

Hott, Brittany, Ph.D., George Mason University; Emotional and behavioral disorders,  
quantitative research synthesis, assessment and measurement.

Krueger, Lacy, Ph.D., University of Virginia; Metacognition, especially metamemory, and individual differences in learning across the adult lifespan.

Lu, Shulan, Ph.D., University of Memphis; Embodied cognition, events and time, text comprehension, intelligent tutoring systems.

Pierce, Benton, H., Ph.D., Texas A&M University; False memories, memory and aging, metacognition.

Reysen, Stephen, Ph.D, University of Kansas; Personal and collective identity, emotion, intergroup relations, fanship and fandom.

Stephens, Rebecca C., M.S., Texas A&M University-Commerce; Applications of educational psychology to the classroom, social skills development.

**Faculty Responsibilities**

All school psychology program faculty at Texas A&M University-Commerce have responsibilities related to teaching, research, scholarship and creative activities, and service with respect to their assignment, academic discipline, and achievement of tenure and promotion and individual annual plan of performance, where applicable.

Curriculum Development:

a. The primary responsibility for the quality of the school psychology program resides with the faculty. In developing the program and curriculum, the faculty follow standards of good practice and guidelines established by the Texas A&M System and the National Association of School Psychologists (NASP).

b. School psychology program committee review is required on all curriculum and program changes.

c. Faculty members are responsible for the development of course proposals for the core curriculum and for processing proposals through normal curriculum change channels.

Instructional Techniques and Methods:

a. School psychology program faculty must select instructional techniques in accord with the purpose of the institution, NASP training standards, and that are appropriate for the specific goals of each course.

b. School psychology faculty members are responsible for selecting instructional methods and delivery systems that provide students with the opportunity to achieve the stated objectives of each course. They must assure that the methods of instruction are appropriate to the goals of the course, capabilities of the students, and at the specified level of study.

Evaluation of Instruction:

a. School psychology faculty must evaluate their instruction regularly and use the results to insure quality instruction.

b. School psychology faculty experimentation with methods to improve instruction must be adequately supported and critically evaluated by the school psychology program committee.

Faculty/ Student Relations:

School psychology faculty serve as professional role models for the student, a mentor in professional and scholarly matters, and as academic advisors.

**Admissions Process**

In evaluating and admitting students to the graduate programs of the department, the entire faculty acts as the admissions committee. Holistic evaluation using both quantitative and qualitative criteria is employed. Admission decisions are based upon multiple criteria; no exclusive criterion is used, nor are there minimum cut-off levels for quantitative criteria, other than the GPA minimums required for entrance into the Graduate School. Each candidate's qualifications are evaluated individually and in comparison to previous and current applicants and graduates. Applicants are not required to be undergraduate psychology majors, nor are there any prerequisite or "leveling" courses.

Application to the degree program is a two-step process. First, students must apply for admission to the Graduate School by completing the application form (available online http://www.tamuc.edu/academics/graduateschool/programs/education/schoolPsychologyDomestic.aspx). On this form, students indicate they are applying for the SSP – Specialist in School Psychology program. Upon receiving the application, the Graduate School sends information for completing the application to the prospective student (transcripts, GRE scores, recommendations, goal statement). After the Graduate School has received all application materials, the application is forwarded to the department for review by faculty.

For students that have completed prior graduate coursework in psychology at other universities, they may complete an application to transfer a maximum of 12 hours into the degree program, provided the hours were taken within the time frame outlined by the Graduate School and provided that student received a grade of B or better in the course. For students that have a prior master’s degree, it is possible to transfer a maximum of 22 hours into the program, provided again that the hours were taken within the timeframe outlined by the Graduate School and the student received a grade of B or better in the course. Only courses that closely match a corresponding course in the curriculum of the School Psychology program will be considered for transfer credit.

The following information is required either by the Graduate School or the department for consideration of admission:

1) Resume or vita

Although prior employment is not a requirement for application, attention is given to successful employment experience, particularly in fields related to the degree program, such as general education, special education, and psychological services. Bilingualism, particularly in Spanish, and experience with linguistically and culturally diverse groups are considered an asset.

2) Written Essays

Applicants are asked to respond to questions designed to provide the program with more information about themselves. Each question is to be answered in 500 words or less. Applicants whose career aspirations are consistent with the mission and focus of the program will be advantaged in the selection process.

3) Transcripts, including undergraduate and graduate GPA and all completed coursework

Applicants are not required to have completed an undergraduate or graduate major in psychology, nor is any prerequisite graduate coursework required for admission. A cumulative undergraduate GPA of 3.0 or above is desirable, as is a cumulative graduate GPA of 3.5 or above.

4) GRE (verbal, quantitative)

There is no cut-off or minimum score. Scores must be sent directly to the Graduate School from ETS.

5) Letters of recommendation   
Per Graduate School requirements, letters may be free-form or completed on standard forms supplied by the Graduate School. Letters should be completed by individuals who know the employment capabilities of the applicant.

**Admission to Candidacy for the Specialist Degree**

Enrollment in a graduate course or admission to the Graduate School does not assure admission to candidacy for a graduate degree. Admission to candidacy may take place when the student achieves the following criteria:

1. Has completed all requirements for full admission to the Graduate School.
2. Has completed an interview with school psychology faculty committee.

b. Has been accepted by the department faculty for admission to the Specialist in School Psychology Program.

c. Agreement by a simple majority of the psychology and special education faculty that the student is personally adequate to assume the role of a professional psychologist at the specialist level. The Department will require a written and/or oral qualifying examination before granting approval. If a student chooses to pursue a minor, the student's minor department may also require an examination before granting approval. A student who fails one or more examinations may take them a second time only with special approval of the major and/or minor departments.

d. Has achieved the grade point average necessary for candidacy before the beginning of the last semester or summer session prior to graduation. Those failing to meet this requirement must fulfill this requirement by enrolling and satisfactorily completing, at least one graduate course during a semester or summer term.

**STUDENT EXPECTATIONS**

**Upon Admission into the Program**

There are a number of rules, regulations, and procedures applicable to graduate study. To the extent that you take time to become informed about these, you will experience fewer frustrations. Please save this handbook and consult it often. In addition to the information contained in this booklet, students are reminded to become well acquainted with all of the rules and regulations contained in the Graduate Catalog, which is available on the university website.

The main method of communication with students is via email. Please make sure that the department has a current email and mailing address on file for you at all times. Additionally, please make sure that you check your spam or bulk folders for any emails that may be sent by the program as they are often mass mailings that may accidentally end up in one of those folders. At the beginning of each semester students should also inform the department, in WRITING, of CHANGES OF ADDRESS, TELEPHONE NUMBER, E-MAIL, etc. Make sure that such changes are made with the secretary of the department. Do this promptly so that we will be able to contact you in an emergency.

As you proceed with your studies, your record file (kept by the department) should reflect all decisions regarding your program. Whenever any important decision is made, make certain that the decision is recorded in writing and that the written record gets into your file. The official file is kept in the Graduate Office in the McDowell Administration Building. The maintenance of these files is the responsibility of the graduate student with the cooperation of their faculty advisor. Your grades and copies of official forms will go into your record file automatically.

It is the responsibility of the student to maintain contact with the Graduate Office, the Department Head, and the Faculty Advisor regarding progress toward a degree. It is also the responsibility of the student to read carefully the requirements in the Graduate Catalog concerning the degree to which he/she aspires. Questions regarding program requirements should be directed to the student’s advisor or the Coordinator of the School Psychology Program.

The faculty in the Department of Psychology and Special Education adhere to the APA Ethical Standards of Psychologists, and it is understood that students will become familiar with those standards and conduct themselves in accordance with them at all times. Failure to conform to these standards can lead to disciplinary action determined by a committee of the faculty.

Students are expected to be good program/departmental citizens. That is, students are expected to collaborate with other students, school personnel, families, and other professionals, actively participate in program and departmental activities, and develop relationships with faculty. In addition, students must maintain adequate academic standing, make progress in obtaining an internship placement, meet program milestones in a timely manner, accept faculty feedback and implement recommendations, and maintain adequate contact with their faculty advisor.

**Student Conduct**

**Graduate School Policies (Excerpted from the 2015-16 Graduate Catalog p. 23)**

Academic Honesty

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material.

If a student is accused of academic dishonesty, the faculty member making the accusation is responsible for initiating disciplinary proceedings. The penalty assessed should be related to the severity of the infraction. If the student and faculty member agree on the penalty, assessment of the penalty concludes the disciplinary action. However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community’s basic tenets of scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean of Graduate Studies. The student must be notified that the report has been filed with the Dean of Graduate Studies and Research to allow the student the opportunity to file a response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean of Graduate Studies through the department head and academic dean that the student be suspended or expelled. If the student disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the University procedure for student appeals. The appeal process for this procedure is through the following channels: department head; Dean of Graduate Studies; and the Administration Committee of the Graduate Council, which will present its recommendation to the full Graduate Council for final disposition of the appeal. Final jurisdiction on graduate student appeals is the Graduate Council. In addition, international students must comply with current Department of Homeland Security (DHS) and U.S. Citizenship and Immigration Services (USCIS) regulations.

Good Standing Rule

Graduate School policy defines good standing for graduate students enrolled at A&M-Commerce. Entering students who have been fully admitted (without any type of probationary admission, provisional admission, or other restriction) will be considered in good standing. A student will remain in good standing if, and only if, he or she has a cumulative grade point average of at least 3.00 and is free of the following: holds indicating delinquent financial indebtedness, academic suspension, academic probation, provisional status, and disciplinary suspension. Students who are not in good standing are not eligible to graduate until good standing has been achieved.

**Departmental Retention/Dismissal Procedure**

Academic dismissal will result from failure to maintain the university's required grade-point average. The student should consult the appropriate university catalog regarding academic probation and suspension from degree programs. Any student who wishes to contest a final grade shall follow the provisions outlined in Texas A&M University-Commerce Procedure 13.99.99.R0.05. In order to receive a specialist degree the student must pass the Department's  *Comprehensive Examination*.

In accordance with Texas A&M University-Commerce Procedure 13.99.99.R0.10 (Academic Honesty), a student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments, and plagiarism. If the student disagrees with the charge or level of penalty related to academic honesty, University procedure 13.99.99.R0.10 provides the appeals process. *University Procedure* 11.04.99.R0.16 (Graduate Academic Probation, Retention and Suspension) states “individual departments may reserve the right to suspend from their programs, students who, in their judgment, would not meet the professional expectations of the field for which they are training” (Revised April 2004). Therefore, a student who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member may be required by the department to seek remediation including, but not limited to, repeating a clinical skills course and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be removed from the program.

**Retention/Dismissal Procedure**

If a faculty member has sufficient concern regarding the personal limitations of a student she/he should consult with colleagues and with the Department Head.

1. The faculty member will confer with the student, clarifying that the student's continuation in the program could come under review according to the Department's *Retention/Dismissal Procedure*. The faculty member will document concerns using a *Student Intervention* form. If warranted, a remediation plan will be developed, including a review date. Copies of the completed *Student Intervention* form and remediation plan will be placed in the student’s Department file and given to the student. It is the responsibility of the faculty member to monitor the remediation plan according to the review date and provide follow-up documentation in the student’s file.
2. If an agreement is **NOT** reached with the student, if the student fails to progress satisfactorily after the conference, or if the situation is of a nature that suggests Departmental action might be necessary, the faculty member will consult with the Department Head regarding options. If resolution is not reached at this point, the Department Head will refer the matter to the Departmental Retention Committee (DRC). The faculty member will provide the DRC with a written summary of the situation, other pertinent documentation, and his/her recommendation. The DRC may consult with other professionals as appropriate.
3. The Department Head will notify the student in writing that the DRC will review the matter and that the student may (a) prepare a written statement for the committee’s consideration and (b) has the option to appear before the committee in person. If the student wishes to present a written statement to the DRC, this is due within 14 days of the date of the notification letter from the Department Head. If the student wishes to appear before the DRC in person, the student must notify the committee chair in writing within 14 days of the date of the notification letter from the Department Head. The DRC chair will establish the date, time, and location of the meeting and inform the student in writing.
4. The DRC will make its decision regarding the case and inform the student in writing, with a copy to the Department Head. If the student wishes to appeal, the appeal goes to the Dean for Graduate Studies and Research.

**School Psychology Program Ethical Expectations**

All students and faculty are expected to act in accordance with the ethical standards for the profession of psychology and will be expected to exhibit:

1. an attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
2. personal stability, ethical behavior, and respect for the confidentiality of privileged information;
3. a personal manner in which responsibilities are discharged in a cooperative and conscientious fashion;
4. productive and cooperative work relationships that display motivation, independence, and adaptability;
5. a commitment to continuing personal and professional growth characterized by participation in professional organizations and presentation and production of scholarly papers and publications.

The Department reserves the right to suspend or remove from the program any student who, in the judgment of the duly constituted department faculty, does not meet these ethical and professional standards of this program.

**Student Evaluations**

Students in the school psychology program are evaluated each semester as they progress through the program. Students are required to reflect on their progress and provide to the Program faculty a brief description of the educational activities during the past academic year in the form of a Biannual Report (see appendix). School Psychology faculty will consult with additional department faculty and supervisors. Additionally information from required activities, such as comprehensive exams and internship evaluations (see relevant sections of this handbook), will also be reviewed. Areas or issues of which the Program faculty are concerned will be conveyed to students and a plan for remediation developed. Students will be notified of their standing in the program by their advisor.

**Residency Requirements and Alternative Planned Experiences**

The TAMU-Commerce School Psychology program encourages close working relationships among candidates, program faculty, and site supervisors. The program’s faculty-student ratio is deliberately kept low, and its courses, field experiences, and other program activities provide forums for intensive faculty-candidate contact and dialogue that encourage positive professional and personal interchange. In addition, candidates are encouraged to begin developing professional affiliations with state and national associations in school psychology. Within this context, program faculty serve as role models, mentors in professional and scholarly matters, and supportive colleagues.

Coursework and field experiences are sequential, cumulative, and designed to prepare candidates for licensure as Licensed Specialists in School Psychology (LSSP) within the state of Texas. Courses are offered according to a planned schedule, which allows full-time students to complete the program within a three-year cycle. Although students are encouraged to register for a full-time course load, they have the option of enrolling in courses according to **one** of two sequences (please note the expected program time duration in parentheses):

(1) Full-time (3-year matriculation period)

(2) Part-time (4-year matriculation period)

During the first two years, full-time candidates are involved in full-time coursework and two semesters of practicum. Then, during the third year, they complete a full-time internship in a public school setting. Part-time candidates are involved in coursework and two semesters of practicum during the first three years. Then, during the fourth year, they complete a full-time internship in a public school setting.

The program provides various options for class attendance. Courses can be taken on the main campus in Commerce, Texas, at the Metroplex Center in Mesquite, Texas, and online. Program faculty are available at both site locations and commonly facilitate online courses.

Both full-time and part-time students are encouraged, and in some cases required, to participate in program and departmental activities. Through these activities students contribute to their professional growth in becoming a competent school psychologist. Additionally, these activities provide universal experiences for students and additional opportunities to affiliate with program colleagues and faculty, and the development of professional identity. Below is a listing and description of program and departmental activities available to students.

* Student/Professional Organizations: Students are encouraged to actively participate in campus and local/national organizations. This includes, but is not limited to, membership, election to office, conference attendance, and paper/ poster presentations. Organization participation commonly involves working closely with program faculty. Examples of organizations include: **Texas Association of School Psychologists, National Association of School Psychologists, American Psychological Association, and Texas Association of Behavior Analysis.**
* Program Symposia: The primary purpose of the program symposia is to support and enhance the training objectives of all program participants. Meetings provide a common core of experiences among students, facilitate relationships among students, and increase students’ knowledge of psychology and practice. Symposia lectures relate to issues in school psychology (e.g., empirically based interventions, disabilities, ethics, professional development, and mental health). Students enrolled in practicum and internship are required to attend and other students in the program are strongly encourage to attend. Symposia are scheduled monthly, and are typically facilitated by program faculty or invited guests.
* Research Team Meetings: All students are encouraged to join School Psychology research team and to pursue research interests of their own. The purpose of the research team is to allow students the opportunity to participate in research (i.e., idea formulation, methodological design, data collection, analysis, etc.), present studies and findings at local and national conferences, and co-author articles in peer-reviewed journals. Meetings are facilitated by program faculty. During these meetings students work closely with faculty and one another.
* Program Annual Meeting and Orientation: A yearly program meeting occurs before the start of each fall semester. All program participants are required to attend. Recently admitted students are orientated to the program policy and procedures. Continuing students are updated on the program’s status, re-familiarize themselves with program policy and procedures, and are allowed the opportunity to present topics for discussion.
* Practicum/Internship Meetings: Meetings include case presentations, case supervision, discussion of professional/ethical issues, and short lectures related to empirically based interventions and psychopathology. Students enrolled in practicum and internship are required to attend and the meetings are facilitated by program faculty.

**Course Offerings**

As recorded in the following table, courses are offered according to a planned schedule, which allows students to complete the program within a three-year cycle. These courses are listed in the order in which they should be taken for optimal progress through the program. Prerequisites for specific courses and for practicum and internship must always be met. Additionally, students must complete a degree plan with their advisor upon entrance into the program, as these are required for graduation (see appendix).

|  |  |
| --- | --- |
| Pre-requisites for PSY 691 Practicum | Pre-requisites for 790 Internship |
| PSY 503 Abnormal Psychology  PSY 506 Professional School Psychology  PSY 507 Pharmacotherapy  PSY 535 Applied Behavioral Analysis  PSY 537 Advanced Therapeutic Intervention  PSY 545 Developmental Psychology  PSY 572 Psychological Assessment and Measurement  PSY 573 Intellectual Assessment  PSY 576 Psychological Assessment of Children and Adolescent  PSY 615 Principles of Consultation  PSY 635 School Based Interventions  SPED 528 Special Education Law | PSY 503 Abnormal Psychology  PSY 506 Professional School Psychology  PSY 507 Pharmacotherapy  PSY 535 Applied Behavioral Analysis  PSY 537Advanced Therapeutic Intervention  PSY 545 Developmental Psychology  PSY 572 Psychological Assessment and Measurement  PSY 573 Intellectual Assessment  PSY 576 Psychological Assessment of Children and Adolescent  PSY 615 Principles of Consultation  PSY 635 Advanced Behavior Assessment and Intervention  SPED 528 Special Education Law  PSY 672 Diversity in Assessment and Therapy  PSY 691 (2 semesters) – Practicum  PSY 620 – Human Learning and Cognition  PSY 612 – Psychological and Educational Statistics  \*PSY 605 – Single Subject Design  \*SpEd 595 Research Literature and Techniques  \*\*PSY 518 – Thesis  SPED 586 – Inclusion: Strategies and Accommodations |

**\*Thesis Option I**

**\*\* Thesis Option II**

**Three Year Plan – Fall Semester Start**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fall** | **Spring** | **Summer** |
| **Year 1** | **PSY 506**  **PSY 572**  **PSY 615**  **PSY 535** | **PSY 573**  **PSY 576**  **SPED 528**  **Foundation Course** | **PSY 635**  **PSY 537**  **Foundation Course**  **Foundation Course** |
| **Year 2** | **Foundation Course**  **PSY 672**  **PSY 691**  **PSY 518 (Option II)** | **Foundation Course**  **PSY 605 (Option I)**  **PSY 691**  **PSY 518 (Option II)**  **\*\*Take Comps** | **SPED 586**  **SPED 595 (Option I)**  **\*\*Take Praxis** |
| **Year 3** | **PSY 790 Internship** | **PSY 790 Internship** |  |

**Four Year Plan – Fall Semester Start**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fall** | **Spring** | **Summer** |
| **Year 1** | **PSY 572**  **PSY 506** | **PSY 573**  **Foundation Course** | **Foundation Course**  **Foundation Course** |
| **Year 2** | **PSY 535**  **PSY 615** | **PSY 576**  **SPED 528** | **PSY 635**  **PSY 537** |
| **Year 3** | **Foundation Course**  **PSY 672**  **PSY 691 Practicum**  **PSY 518 (Option II)** | **Foundation Course**  **PSY 605 (Option I)**  **PSY 691 Practicum**  **PSY 518 (Option II)**  **\*\*Take Comps** | **SPED 586**  **SPED 595 or COUN 595 (Option I)**  **\*\*Take Praxis** |
| **Year 4** | **PSY 790 Internship** | **PSY 790 Internship** |  |

**FOUNDATIONAL COURSES**

Foundational courses are as follows: PSY 507, PSY 503, PSY 545, PSY 612, PSY 620. Students are to determine with their advisor the appropriate semester to take foundational courses.

**Thesis Option**

Students are given the option of writing a thesis or taking coursework in research. For those students who choose to write a thesis (Option I) their program substitutes the thesis project for SPED 595 and PSY/SPED 605 which are required of those who choose Option II. The thesis is a written report of a research (experimental, applied "action", or survey) project carried out by the student under supervision of the thesis committee. The thesis is intended to be a demonstration of a student’s understanding of and skills in research and a demonstration of an in-depth knowledge of an area of psychology. The project should be in at least the stage of advanced planning by the end of the student's second semester of graduate study. In order for this to become a reality the area of study should be chosen by the student early in the graduate career. In choosing an area of study, the student should consult members of the departmental faculty for suggestions. A flowchart detailing the process is included in the appendix and specific guidelines are available from the Graduate School at the following website: <http://www.tamuc.edu/academics/graduateSchool/Thesis%20and%20Dissertation%20Services/faqs.aspx>

**Course Descriptions**

PSY 503. *Abnormal Psychology.* Three semester hours. The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

PSY 506. *Professional School Psychology*. Three semester hours. This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for the delivery of school psychological services, as well as roles and functions of the school psychologist.

PSY 507. *Psychopharmacology*. Three semester hours. This course provides an examination of psychoactive medications and their use in the treatment of mental and behavioral disorders. The efficacy and safety of medications will be discussed. The course presents basic principles of pharmaco-therapy that are the rationales behind the pharmacological treatment of psychological disorders. Applied components will relate to the aspects of the course material to mental health service delivery. The class also examines the historical psycho pharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. Prerequisites Admission to a Psychology Graduate program.

PSY 518. *Thesis.* Six semester hours. This conference course introduces the candidate to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis. Graded on a (S) satisfactory or (U) unsatisfactory basis.

PSY 535. *Applied Behavior Analysis.* Three semester hours. (Same as SpEd 535) A study of operant conditioning and reinforcement principles as they apply to describing, explaining, predicting, and developing human behavior in socially desirable ways, so that benefits occur in individuals in family, school, work, and community settings.

PSY 537 *- Advanced Therapeutic Intervention* Three semester hours.A study of selected current specific techniques used in the practice of psychotherapy. Students will study a set of clinical procedures based on different theoretical models, including cognitive behavioral therapy, psychodynamic psychotherapy, solution-focused psychotherapy, and others. Emphasis will be on technique with evidence-based effectiveness and practical value in producing therapeutic movement, and students will practice the procedures in controlled clinical settings. They will also be encouraged to develop an articulated practice model of their own. Prerequisites: [PSY 508](http://coursecatalog.tamuc.edu/search/?P=PSY%20508) or consent of program advisor.

PSY 545. *Developmental Psychology.* Three semester hours. Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death.

PSY 572. *Psychological Assessment and Measurement.* Three semester hours. (Same as SpEd 572). This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm referenced and criterion-referenced test scores. Prerequisite: Graduate standing.

PSY 573. *Intellectual Assessment I.* Three semester hours. (Same as SpEd 573). The course will provide both a theoretical background and practical experience with the use of instruments measuring cognitive/intellectual abilities from early childhood to adulthood. The student will receive both classroom instruction and supervision in the selection, administration, scoring, and interpretation of these instruments. Computerized scoring and assessment will also be used as a part of the assessment process. Prerequisites: Prior enrollment in Psy/SpEd 572 or consent of instructor.

PSY 576. *Psychological Assessment of Children and Adolescents*. Three semester hours.This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA (Individuals with Disabilities Education Act) and the DSM-V. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with multi-disciplinary assessment teams, intervention strategies and recommendations, working with families, and multicultural considerations. Prerequisite: PSY/SPED 572 or consent of instructor.

PSY 592. *Group Psychotherapy*. Three semester hours. Techniques and ethical considerations in group therapy. Topics will include psychological theories as they apply to group therapy. Techniques in group therapy and ethical considerations of group therapists.

PSY 605. *Single Subject Designs*. Three semester hours. (Same as SpEd 605). This is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collections processes. This course must be taken if a student elects to not complete a thesis (PSY518). Prerequisite: Psy/SpEd 535.

PSY 612. *Psychological and Educational Statistics.* Three semester hours. This course, a Graduate School approved level II research tools course, is an introductory level course that concentrates on statistical methods applicable to educational and psychological research procedures and interpretations.

PSY 615. *Psychological Principles of Consultation & Supervision.* Three semester hours. This course will examine the psychological principles and knowledge base underlying the major models and theories of individual, organizational consultation, and supervision. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative and supervision practices and models employed in business, government, and education. Instruction and practice in the supervision of psychological services conducted in appropriate laboratories and agencies is also provided.

PSY 620. *Human Learning and Cognition.* Three semester hours. This course is a study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. Topics will include behavioral and association models of learning, information processing and parallel distributed cognitive models, and consideration of the developmental models of Piaget and Vygotsky.

PSY 635. *School Based Interventions*. Three semester hours. Founded on a decision-making and accountability model, this course provides training in the investigation of theoretical and applied issues relevant to the design, implementation, and evaluation of academic, behavioral, and social-emotional interventions for students in schools. Emphasis will be placed on the linking of assessment to intervention design for the purpose of identifying interventions that are functionally relevant and fit the context in which they are implemented. Students will review various empirically validated intervention procedures to address student needs at the school-wide, small group/classroom, and individual levels and determine the effectiveness and efficacy of those interventions. Prerequisites: Prior enrollment in Psy 535 or consent of instructor.

PSY 672. *Multicultural Issues and Diversity in Assessment and Therapy*. Three semester hours. This course is an examination of cultural and diversity issues present in educational and psychological assessment and therapeutic treatment. Students will develop sensitization to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and therapy/intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation. The course additionally identifies models for developing competency in assessing and providing therapeutic services to diverse clients.

PSY 691. *Clinic Practicum in Psychology.* Three semester hours. This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor.

PSY 790. *Internship in School Psychology.* Three semester hours. This course consists of supervised experience in psychological settings under the supervision of a licensed or certified school psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor.

SPED 528. *Special Education Law*. This course will provide students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEP’s), free appropriate education (FAPE), and least restrictive environment (LRE).

SPED 586. *Inclusion: Strategies and Accommodations.* Three semester hours. Characteristics of students with mild and moderate disabilities are examined. Collaboration models and accommodation strategies are presented for use from early childhood through middle school grades.

SPED 595. *Research Literature and Techniques.* Three semester hours. This course will provide a study of the research literature in the student’s field of major interest and develop an understanding of research techniques used in this field. This course must be taken if the student elects to not complete a thesis (PSY518).

**Coursework Restrictions**

A minimum of 51 credit hours of the coursework applied to the specialist degree must be taken from A&M-Commerce. For courses that students have taken at another university that they wish to have considered for credit in their current program they must contact their advisor to determine its applicability. If determined to be acceptable for substitute credit by their advisor, students must complete the form in the appendix (this form is also available at the following web address: <http://www.tamuc.edu/academics/graduateschool/documents/transfersubstitution.pdf>

This form is then sent to the graduate school for a final decision.

All work for the degree must be completed during the six years immediately preceding the date on which the degree is to be awarded. Credit earned over six years prior to graduation will require specific written departmental justification and approval by the Dean of Graduate Studies and Research in order to be counted toward a degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course. In no case, may courses more than 10 years old be applied to the degree. These same limitations apply to all transfer courses.

**Respecialization**

Respecialization is a process by which individuals take coursework to be eligible for LSSP licensure but do not obtain the typical SSP degree. The School Psychology program at TAMU-Commerce offers two respecialization options for individuals who have completed some graduate work. All individuals seeking respecialization must apply and be accepted to the graduate school and school psychology program in order to proceed through coursework and practical experiences.

The first option is for those with a minimum of a master’s degree in Psychology. For those individuals the program will evaluate their transcripts on a case-by-case basis to determine which coursework is still needed according to the licensing rules set forth by the Texas State Board of Examiners of Psychologists (TSBEP). For those who have attended specific programs at TAMU-Commerce, the courses that need to be taken are listed below:

For those with an Applied MS in Psychology from TAMU-C:

PSY506

PSY615

PSY576

PSY635

SPED528

SPED586

PSY691 – one semester in the schools

PSY790 – two semesters

The second option is for those who do not have a graduate degree in Psychology but have taken graduate coursework. For those individuals the program will evaluate their transcripts on a case-by-case basis to determine which coursework is needed according to the licensing rules set forth by the TSBEP and formulate a master’s degree plan.

For those with SPED (diagnostician) degree (must obtain an MS in PSY):

PSY506

PSY615

PSY576

PSY503

PSY537

PSY545

PSY507

PSY620

PSY672

PSY691 – one semester in the schools

PSY790 – two semesters

\*SPED595 (or thesis equivalent)

Students who are pursuing respecialization are required to meet all program requirements, including passing all sections of the comprehensive exam and the submission of a complete portfolio at the end of their training.

\*SPED595 is only required if a master’s degree from TAMU-C has not been awarded or the previous 595 would be more than 10 years old at the time of graduation with the Psychology MS.

**Applied experiences**

**Student Expectations**

**Ethical Conduct**

Students are expected to conduct themselves in accordance with professional ethical standards and maintain a high level of professionalism. Students will be discussing sensitive material at various times. The rules of confidentiality apply to the content discussed at these times. The university supervisor should be notified immediately if any confidentiality issues should arise.

**Practicum**

During the second year of coursework, students enroll in PSY691 – Practicum in Psychology. In accordance with the requirements for licensure as a Licensed Specialist in School Psychology by the State Board of Examiners of Psychologists in Texas (TSBEP) students are provided 320 clock hours of supervised experience, of which 160 occurs as a part of experiences within the Community Counseling and Psychology Clinic, the campus clinic, and 160 as a part of experiences within a local school district. Supervision of the student practitioners is conducted by an appropriately credentialed site supervisor and the school psychology faculty practicum supervisor. For more information please review the TAMUC School Psychology Specialist Practicum & Internship Handbook available here http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/psychologycounselingspecialeducation/psychology/SchoolPsychology.aspx

The Community Counseling and Psychology Clinic is a clinic offering psychological services provided by student clinicians to the public. Services are offered on a sliding fee basis and are focused on assessment and intervention strategies. The majority of the clients seeking services in the clinic are school-age children, college students, and adults requesting assessment required of individuals pursuing careers as police officers. The clients come from a variety of cultural, economic and familial backgrounds and the student clinicians are guided in their working with this diverse population through supervision. Supervision of the student clinicians and operation of the clinic is achieved by the faculty Director, Dr. Steve Ball. Dr. Ball is licensed as a Psychologist by the Texas State Board of Examiners of Psychologists and serves as one of the clinical supervisors of the student clinicians. The clinic also employs a graduate assistant and half-time secretary. Funds generated by the clinic are used to maintain the testing materials and equipment used by the clinic. Please refer to the Manual of the Psychology Practicum in the Community Counseling and Psychology Clinic, available from the clinic, for further information on practicum in the Clinic.

**Practicum Evaluation**

Practicum evaluations occur at the middle and end of each semester that the student is enrolled in PSY 691: Practicum in Psychology. Both mid and end of the semester evaluations consist of the review and discussion of logged activities with the site supervisor & graduate supervisor and a performance measure completed by the practicum site supervisor. The instrument identifies 45 competencies organized into 11 categories of performance: Data-based Decision Making, Consultation and Collaboration, Interventions and Instructional Support to Develop Academic Skills, Interventions and Mental health Services to Develop Social and Life Skills, School-Wide Practices to Promote Learning, Preventive and Responsive Services, Family-School Collaboration Services, Diversity in Development and Learning, Research and Program Evaluation, Legal, Ethical, and Professional Practice, Interpersonal Skills, and Overall Performance. Taken together, all measures generated by this instrument provide authentic assessments of candidates’ professional knowledge, skills, and dispositions, including their knowledge and skills specific to the NASP domains. Evaluation results are reviewed as part of the student’s progress within the school psychology program and are represented as a course grade.

The first semester of data collected from the performance evaluations provide formative evaluation data that are used by the candidate, his or her site supervisor(s), and program faculty to refine the candidate’s subsequent semester of fieldwork. The second semester of data collection is used by the candidate and program faculty to aid in the candidate’s preparation for internship. Please see the Practicum & Internship Handbook for more all forms and more information.

**Internship**

Upon successful completion of coursework, practicum experiences, and comprehensive examinations, students may enroll in PSY790 – Internship in School Psychology. Students register for six (6) semester hours in two three-hour blocks for a total of six (6) semester hours. A total of 1200 hours of internship is required, and typically takes 2-4 semesters to complete. The internship must be completed on a full-time basis over one year or on a half-time basis over two consecutive years. Interns work with students from a variety of cultural, economic and familial backgrounds and they are guided in their working with this diverse population through supervision. Supervision is provided to students by both a university supervisor (administrative supervision) and a site-based supervisor. Interns must receive at least two hours of face-to-face field-based supervision per full-time week from their appropriately credentialed site-based supervisor (an LSSP with three years of experience working in schools). Successful completion of the internship and all other requirements of the program enables a student to apply for graduation from the program. For more information please review the TAMUC School Psychology Specialist Practicum & Internship Handbook.

**Internship Evaluation**

The intern shall maintain a log of activities (see TAMUC School Psychology Specialist Practicum & Internship Handbook) and supervision received. The content of supervision should be specified in the log. The intern will submit logs, via fax, to the university supervisor on a schedule determined by the university supervisor. The university supervisor will review the logs and provide feedback.

In addition, site supervisors will complete an evaluation of the intern at the end of each semester (see TAMUC School Psychology Specialist Practicum & Internship Handbook)). The site supervisor and the intern will review and discuss the evaluation. This evaluation will be reviewed with the university supervisor during the semester site visit, which typically occurs near the end of each academic semester. This evaluation will be reviewed as part of the student’s progress within the school psychology program. Upon completion of the internship, the intern will be asked to provide feedback on their experiences at the internship site (see TAMUC School Psychology Specialist Practicum & Internship Handbook).

**Licensure**

**(Excerpted from the TSBEP website 2/06)**

Licensure in the field of psychology, including school psychology, is monitored by The Texas State Board of Examiners of Psychologists. The state board issues four types of regular licenses, each of which has different requirements set by the Act and rules. (Note: refer to the Act and rules for the complete requirements for licensure.) One of these is the Licensed Specialist in School Psychology (LSSP) which allows for independent practice in public schools after one year of licensure. The LSSP:

* Requires the completion of a training program in school psychology approved/accredited by the American Psychological Association or the National Association of School Psychologists or a master’s degree in psychology with specified course work.
* Requires passage of the National School Psychology Examination at the score of 147. This exam is typically taken after the student has completed a majority of the coursework in the program or in at the beginning of their internship experience. **Students should request that scores be sent directly to the university and to the Texas State Board of Examiners of Psychologists.** More information about the exam and registration for it is available through the Educational Testing Service (ETS). <https://www.ets.org/praxis/nasp>
* Requires passage of the Jurisprudence Examination at 90%. In addition to the National School Psychology Examination, individuals must take and pass the state jurisprudence exam administered by the Texas State Board of Examiners of Psychologists. The primary purpose of the examination is to ensure that all candidates for licensure have the necessary familiarization and knowledge of applicable laws, and rules and regulations to practice effectively in the state of Texas. It is taken after the student has made application for licensure and receives the appropriate materials from the state board.

Application Packets for LSSP Licensure

Persons who are interested in becoming licensed with this Board should write the Board and request a particular application packet. Please send $15.00 for the cost of the packet and mailing. Be sure to indicate the specific type of application packet that you desire. Checks or money orders may be made payable to the Texas State Board of Examiners of Psychologists. Alternatively, an applicant may download an application and application materials free of charge from the agency’s website: <http://www.tsbep.state.tx.us>. The Act and rules are also accessible through this website. If an applicant desires a Rulebook (a paper copy of the Board rules and the Act), this is available from the Board office on receipt of a request in writing and payment of the $10 fee. After reviewing this information and reading the pertinent Act and Rules, applicants with questions should call the Board office.

**PROGRAM PORTFOLIO**

Each student in the School Psychology program at TAMUC is required to submit a professional portfolio at regular intervals during their graduate training to demonstrate their knowledge and skills related to the 10 NASP domains of School Psychology Graduate Education and Practice. The comprehensive professional portfolio is compiled during Professional School Psychology, Practicum, and Internship courses.

The portfolio benefits the students and the program as a whole. The development of the portfolio allows faculty to provide feedback regarding each student’s individual attainment of skills necessary to be a school psychologist. The portfolio also provides an opportunity for structured self-reflection, which allows students to assess their own development towards professional goals. Through this formative feedback, students will know areas of strength, and which areas further experience or skill development may be necessary. The faculty of the School Psychology Program will use portfolios to assess the effectiveness of the training program. Portfolios will be reviewed yearly, and the results of that analysis to make program improvements. For more information regarding the portfolio structure, evaluation, and timelines please **see the appendix**.

**Comprehensive Examinations**

Each student demonstrates his/her competence in the core and applied areas by passing a two day written comprehensive examination known as the Comprehensive Examination. The core examination covers ethics, fundamental processes (learning, physiological psychology) and information on the person (personality, abnormal, social, and developmental psychology). The applied portion of the examination is divided into assessment and intervention. Examinations are graded blindly by a minimum of two readers using holistic scoring. Successful completion of the examination requires two passes on all parts of the examination. In the event that a student receives one pass and one failure given by readers on any part of the examination, a third reading of that part is completed. Students not receiving two passes on any area may retake those areas a second time during the next semester. Following a second failure to receive two passes the student will be removed from the program with the right to petition to re-enter. Passing all parts of the Comprehensive Examination is required prior to beginning internship placement.

Prerequisites for taking the examination are consent of the Advisor, and enrollment in the final semester of coursework. Reading lists for the examinations may be obtained from the departmental secretary. Students planning to take the examination should also consult with instructors of course areas for information about what is expected on the examination. An informal guide to comprehensive examinations is included in the appendix.

**Services for Students with Disabilities**

**(Excerpted from the 2010-11 Graduate Catalog)**

Texas A&M University-Commerce encourages all students with disabilities to become totally involved in all aspects of campus life. Therefore, the Office of Disability Resources and Services (SDRS) make sure that all students have equal access to all the opportunities and programs found within the university community. In order to receive accommodations, students must fill out an application and submit recent documentation to be reviewed for eligibility. Each student registered with SDRS will receive individualized academic advice, and will be given reasonable accommodations (i.e., note taker, extended time on exams, a quiet place to test, books on tapes, and materials in Braille). To make an appointment, please call (903) 886-5835 or (903) 886-5150. SDRS works closely with the Division of Assistive and Rehabilitative Services and the Division of Assistive and Rehabilitative Services for the Blind (800) 538-8075.

**Professional Organizations**

**NASP**

The National Association of School Psychologists (NASP) is a primary organization with which the student should become familiar. This organization is nationally representative of school psychology and professional interests. The NASP journal is the School Psychology Review. Student membership is available. Membership application forms and other relevant information about the profession of school psychology are located at NASP’s website:

<http://www.nasponline.org>

**TASP**

Students in School Psychology are strongly urged to join the Texas Association for School Psychologists (TASP) as a student member and become an active participant in the organization. TASP has a significant bearing on the role and function of school psychologists in Texas, job opportunities and professional development. Membership application forms and other relevant information about the profession of school psychology in Texas are located at TASP’s website:

<http://www.txasp.org>

**APA**

The American Psychological Association (APA) is a national organization representing all of the disciplines of psychology (e.g. clinical, school, counseling, etc.). Division 16 of APA represents School Psychology. The APA journal is the School Psychology Quarterly. Student affiliate membership is less expensive than professional membership and strongly recommended.

<http://www.apa.org>

**APPENDICES**

Program Meeting and Orientation Agenda (p. 31)

Bi-Annual Report of Student Progress (p. 32)

Degree Plan (p. 33)

Thesis Process Flowchart (p. 34)

Transfer/Substitution Course Request (p. 35)

School Psychology Program Portfolio Overview (p. 36)

School Psychology Program Portfolio Scoring Guidelines (p.39)

Dr. Ball’s Guide to Comps (p. 46)



**TAMU-Commerce School Psychology Program**

**Program and Orientation Meeting**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AGENDA**

Welcome

* Faculty Introductions
* Student Introductions
* Specialist Degree
* Degree Plan
* NASP Accreditation
* NASP Student Leader

Expectations for Students

* Graduate School Requirements
* Departmental Citizenship
  + Modes Communication
  + Symposia
* Advising
* Student Reviews
* Ethical & Professional Conduct
  + Organizational Membership

Milestones

* Practicum
  + Requirements
  + Agreement
  + Clinic
  + Field-Based
* Comprehensive Exams
* Internship
  + Requirements
  + Agreement

Licensure Information

* PRAXIS II Exam
* Texas Jurisprudence Exam
* National Credentials in School Psychology (NCSP)

Research Team

* Membership
* Current Studies
* Future Plans

Resources

* Department Overview
* Contact Information
* Resource Center

Program Handbook

* Coursework
  + Transfer Courses
  + Course Substitutions
  + Course Locations
* Degree Plan
* Thesis Option
* Practicum
* Comprehensive Exams
* Internship
* Program Portfolio

Funding

* Departmental Scholarships
* Graduate Assistantships

**BI-** **ANNUAL REPORT OF STUDENT PROGRESS**

**School Psychology Program**

**Texas A&M University-Commerce**

Student:

Year in Program:

Date:

Please provide the following information in a brief description of your educational activities during the past academic year.

COURSES COMPLETED: List all courses you have taken and provide course grades. Describe significant learning experiences and/or include unique personal products resulting from courses.

PROFESSIONAL ACTIVITIES: List any significant educational activities in which you participated.

OTHER WORK COMMUNITY ACTIVITIES: List any experiences you have had working within the community, at a place of employment, etc.

CONFERENCES and/or WORKSHOPS ATTENDED: List all local, state, and national meetings you have attended and specify the title and presenter of any workshops/presentations you attended.

PRESENTATIONS: Reference the topic, occasion, and date of any presentations you made at professional meetings. Also, include any teacher/parent in-services you have provided here.

GOALS FOR NEXT 6 MONTHS:

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Comments (to be completed by review committee):

**SPECIALIST IN SCHOOL PSYCHOLOGY DEGREE**

**TEXAS A&M UNIVERSITY-COMMERCE**

NAME CWID# DEGREE: SSP LAST FIRST MI

ADDRESS

|  |  |  |  |
| --- | --- | --- | --- |
| COURSES | COURSES TRANSFERRED | COURSES TAKEN  TAMU-C | COURSES NEEDED |
| **PSYCHOLOGICAL FOUNDATIONS:**   |  | | --- | | Psy 507 Pharmacotherapy | | Psy 620 Human Learning and Cognition | | Psy 672 Diversity in Assessment and Therapy | | Psy 545 Developmental Psychology | | Psy 503 Advanced Abnormal Psychology |   **EDUCATIONAL FOUNDATIONS**   |  | | --- | | SpEd 586 Inclusion: Strategies and Accommodations | | SpEd 528 Special Education Law |   **INTERVENTION/PROBLEM SOLVING**   |  | | --- | | Psy 572 Psychological Assessment and Measurement | | Psy 573 Intellectual Assessment | | Psy 576 Psychological Assessment of Children & Adolescents | | Psy 537 Therapeutic Interventions | | Psy 535 Applied Behavior Analysis | | Psy 615 Psychological Principles of Consultation | | Psy 635 Adv. Behavioral Assessment/Intervention |   **STATISTICS & RESEARCH METHODOLOGIES**   |  | | --- | | \*Psy 605 Single Subject Designs | | \*SpEd 595 Research Literature and Techniques | | \*\*Psy 518 Thesis (6 SCH) | | Psy 612 Psychological/Educational Statistics |   **PROFESSIONAL SCHOOL PSYCHOLOGY**   |  | | --- | | Psy 506 Professional School Psychology |   **PRACTICUM & INTERNSHIP**   |  | | --- | | Psy 691 Practicum in Psychology (6 SCH) | | Psy 790 Internship in School Psychology (6 SCH) | | |  | | --- | |  | |  | |  | |  | |  |  |  | | --- | |  | |  |  |  | | --- | |  | |  | |  | |  | |  | |  | |  |  |  | | --- | |  | |  | |  | |  |  |  | | --- | |  |  |  | | --- | |  | |  | | |  | | --- | |  | |  | |  | |  | |  |  |  | | --- | |  | |  |  |  | | --- | |  | |  | |  | |  | |  | |  | |  |  |  | | --- | |  | |  | |  | |  |  |  | | --- | |  |  |  | | --- | |  | |  | | |  | | --- | |  | |  | |  | |  | |  |  |  | | --- | |  | |  |  |  | | --- | |  | |  | |  | |  | |  | |  | |  |  |  | | --- | |  | |  | |  | |  |  |  | | --- | |  |  |  | | --- | |  | |  | |
| TOTAL 66 SCH | SCH | SCH | SCH |

\*Option 1 – PSY605 and SPED595 are taken in lieu of PSY518

\*\*Option 2 – Student completes thesis (2 semesters of PSY518) in lieu of PSY605 & SPED595.



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**SCHOOL PSYCHOLOGY PROGRAM PORTFOLIO OVERVIEW**

**Texas A&M University Commerce**

**Students Enrolled before Fall 2015**

**Overview:** As a student in the School Psychology program at TAMUC you are required to develop a professional portfolio that will be compiled during practicum and internship.

For practicum, the portfolio is designed to allow you the best opportunity to engage in a wide variety of activities typical of the LSSP role and the NASP domains of School Psychology Graduate Education and Practice. During the second semester of practicum, you will be required to submit 2 domain papers and corresponding artifacts as part of Practicum in School Psychology course (PSY 691).

During your first semester of internship, you will be required to review the 2 previously submitted domains as well as demonstrate your knowledge and skills of 3 additional domains in the 10 NASP Domains of School Psychology Graduate Education and Practice. You will be required to submit 5 domain papers and corresponding artifacts as part of the second semester of the Internship in School Psychology course (PSY 790).

**Evaluation**: The domains will be reviewed using a 0-3 scale (please see evaluation section below for more details).

**Timeline:**

|  |  |  |  |
| --- | --- | --- | --- |
| Checkpoint | 3 | 4 | 5 |
| Deadline | PSY 691 2nd semester | PSY 790 1st semester | PSY 790 2nd semester |
| Criteria for Passing | A score of 2 on 2 domains | A score 2 on 3 domains | A score of 3 on 5 domains |

**Students Enrolled Fall 2015 and beyond**

**Overview:** As a student in the School Psychology program at TAMUC you are required to develop a comprehensive professional portfolio that will be compiled during Professional School Psychology, Practicum, and Internship courses.

For Professional School Psychology, the portfolio is designed to allow you to demonstrate your knowledge in the 2 of the 10 NASP domains of School Psychology Graduate Education and Practice. You will be required to submit 2 domain papers and corresponding artifacts as part of your Professional School Psychology course (PSY 506).

For practicum, the portfolio is designed to allow you the best opportunity to engage in a wide variety of activities typical of the LSSP role. In practicum, you will be required to review your previously submitted domains as well as demonstrate your knowledge and skills of 3 domains per semester. You will be required to submit 3 domain papers and corresponding artifacts as part of each Practicum in School Psychology course (PSY 691). We fully understand that each practicum placement is different and that you may not have the opportunity to engage in each of the activities listed in this document. However, as a NASP approved training program we want to ensure that you and your field supervisors are aware of the diverse experiences we would like you to gain. In addition, although all experiences

may not be possible you are required to demonstrate how your practicum experiences fit into the 10 NASP Domains of School Psychology Graduate Education and Practice. Finally, the practicum portfolio will serve as a valuable tool as you prepare to look for and interview for LSSP internship positions.

For internship, the portfolio will become comprehensive. During your first semester of internship, you will be required to review the 8 previously submitted domains as well as demonstrate your knowledge and skills of the remaining 2 domains in the 10 NASP Domains of School Psychology Graduate Education and Practice.\* You will be required to submit all 10 domain papers and corresponding artifacts as part of the second semester of the Internship in School Psychology course (PSY 790).

\*For Students Re-specializing: We acknowledge that some students that re-specialize are required to complete only one-practicum experiences. Therefore, during your first semester of internship, you will be required to review the 5 previously submitted domains as well as demonstrate your knowledge and skills of the remaining 5 domains in the 10 NASP Domains of School Psychology Graduate Education and Practice.

**Purpose:** The portfolio benefits you, individually, and the program as a whole. The development of the portfolio allows faculty to provide you with feedback regarding your attainment of skills necessary to be a school psychologist. The portfolio also provides an opportunity for structured self-reflection, which allows you to assess your own development towards your professional goals. Through this formative feedback, you will know where you are doing well, and which areas further experience or skill development may be necessary. The faculty of the School Psychology Program will use portfolios to assess the effectiveness of our training program. We will review and analyze results of the portfolio assessment yearly, and will use the results of that analysis to make program improvements.

**Structure:** The entire portfolio should be written in Times, 12-point font. Proper grammar, punctuation, and spelling are expected on all documents. Portfolio materials should be placed electronically in a jump drive format and will be turned into your advisor. Each file should be saved in the following format: **Section1CurrentVita, Section2DegreePlan, etc**. All identifying characteristics of children and their family members, teachers, etc., must be removed from all work or the portfolio will be returned to you for correction prior to review. It is highly encouraged that students keep multiple copies and/or backups of these files.

Sections of Your Portfolio:

1. Current Resume or Vita
2. Signed Degree Plan
3. Statement of professional goals and how experiences to date have helped you reach those goals.
4. For each of the ten NASP practice model domains, create a section that contains artifacts and a summary statement that illustrate your knowledge and skills in the given domain.
   1. Domain 1 – Data-Based Decision Making and Accountability
   2. Domain 2 – Consultation and Collaboration
   3. Domain 3 – Interventions and Instructional Support to Develop Academic Skills
   4. Domain 4 – Interventions and Mental Health Services to Develop Social and Life Skills
   5. Domain 5 – School-Wide Practices to Promote Learning
   6. Domain 6 – Preventive and Responsive Services
   7. Domain 7 – Family-School Collaborative Services
   8. Domain 8 – Diversity in Development and Learning
   9. Domain 9 – Research and Program Evaluation
   10. Domain 10 – Legal, Ethical and Professional Practice
5. Statement of domains you need to continue to develop and a plan for development.

Examples of artifacts that can be included in your portfolio (this is not an exhaustive list):

1. Exams, papers, projects, etc., from courses
2. Evaluations from practicum and/or internship
3. Thesis or research projects
4. Case studies
5. Psychoeducational Evaluations
6. Documentation of Academic/Behavioral Consultation with teachers
7. Documentation of Academic/Behavioral Interventions
8. Documentation of Group/Individual Counseling
9. Documentation of Trainings or Workshops Delivered by You (to teachers, parents, students, at professional conferences)
10. Documentation of Attendance at Professional Development Activities

**Evaluation:** Completed domains will be submitted by **week 10 of the semester in their respective courses**. Domains will be submitted in the following courses: PSY 506, PSY 691 (each semester), and PSY 790 (each semester). Program faculty will review documents and provide feedback prior to the conclusion of each semester.Please see the *Portfolio Scoring Guidelines* document for more information

If specific criteria are not obtained during coursework, students are strongly encouraged to gain those experiences during their practicum placement. If specific criteria are not met during practicum, the student will have to demonstrate their knowledge and skills to the School Psychology Committee prior to enrolling in Internship.

**Timelines:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Checkpoint | 1 | 2 | 3 | 4 | 5 |
| Deadline | PSY 506 | PSY 691 1st semester | PSY 691 2nd semester | PSY 790 1st semester | PSY 790 2nd semester |
| Criteria for Passing | A 2 score on 2 domains | A score of 2 on 5 domains | A score of 2 on 8 domains | A score 2 on 10 domains | A score of 3 on 10 domains |

**SCHOOL PSYCHOLOGY PROGRAM PORTFOLIO SCORING GUIDELINES**

**Texas A&M University-Commerce**

Reviewers will rate competencies within each domain on a 0 – 3 scale:

**0 pts.**

No material or information is provided in order to evaluate the competency

**1 pt.**

Narrative and artifacts have no obvious relevance to the competency; Demonstrates limited depth of experience, knowledge, understanding, or skill in the competency; the explanation for how experiences develop competencies is poorly integrated, poorly developed, or poorly documented; Significant writing, grammar, and/or spelling errors in narrative.

**2 pts.**

Narrative effectively integrates experiences and persuasively demonstrates how these support competencies. Artifacts are of good quality and provide evidence for the competencies. Writing, grammar, and spelling is good.

**3 pts**

Narrative exemplary and effectively integrates experiences and persuasively demonstrates how these support competencies. Artifacts are of excellent quality and provide strong evidence for the competencies. Writing, grammar, and spelling is excellent.

**Evaluation Timelines**

Completed domains will be submitted by **week 10 of the semester in their respective courses**. Domains will be submitted in the following courses: PSY 506, PSY 691 (each semester), and PSY 790. Program faculty will review documents and provide feedback prior to the conclusion of each semester.

**Timelines:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Checkpoint | 1 | 2 | 3 | 4 | 5 |
| Deadline | PSY 506 | PSY 691 1st semester | PSY 691 2nd semester | PSY 790 1st semester | PSY 790 2nd semester |
| Criteria for Passing | A 2 score on 2 domains | A score of 2 on 5 domains | A score of 2 on 8 domains | A score 2 on 10 domains | A score of 3 on 10 domains |

**Required Components for Program Portfolio**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| Current Resume or Vita |  |  |  |  |  |
| Signed Degree Plan |  |  |  |  |  |
| Statement of professional goals and how experiences to date have helped you reach those goals |  |  |  |  |  |
| Statement of domains you need to continue to develop and a plan for development |  |  |  |  |  |

Reviewer Comments:

**Domain 1: Data-Based Decision Making and Accountability**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 1.1 Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs |  |  |  |  |  |
| 1.2 Develops effective services and programs |  |  |  |  |  |
| 1.3 Measures progress and outcomes effectively |  |  |  |  |  |

Reviewer Comments:

**Domain 2: Consultation and Collaboration**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 2.1 Knowledge of varied models and strategies for consultation, collaboration, and communication applicable to individuals |  |  |  |  |  |
| 2.2 Knowledge of varied models and strategies for consultation, collaboration, and communication applicable to families, groups, and systems |  |  |  |  |  |
| * 1. Use of methods to promote effective implementation of services. |  |  |  |  |  |

Reviewer Comments:

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| * 1. Knowledge of biological, cultural, and social influences on academic skills; |  |  |  |  |  |
| 3.2 knowledge of learning, cognitive, and developmental processes; and |  |  |  |  |  |
| * 1. Use of evidence-based curricula and instructional strategies |  |  |  |  |  |

Reviewer Comments:

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 4.1 Knowledge of biological, cultural, and social influences on behavior and mental health |  |  |  |  |  |
| 4.2 Knowledge of behavioral and emotional impacts on learning and life skills; and |  |  |  |  |  |
| 4.3 Use of evidence-based strategies to promote social-emotional functioning and mental health |  |  |  |  |  |

Reviewer Comments:

**Domain 5: School-Wide Practices to Promote Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 5.1 Knowledge of school and systems structure, organization, and theory; |  |  |  |  |  |
| 5.2 Knowledge of general and special education |  |  |  |  |  |
| 5.3 Knowledge and use of technology resources |  |  |  |  |  |
| 5.4 Use of evidence-based school practices that promote learning and mental health |  |  |  |  |  |

Reviewer Comments:

**Domain 6: Preventive and Responsive Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 6.1 knowledge of principles and research related to resilience and risk factors in learning and mental health; |  |  |  |  |  |
| 6.2 Use of services in schools and communities to support multi-tiered prevention, and |  |  |  |  |  |
| 6.3 Use of evidence-based strategies for effective crisis response |  |  |  |  |  |

Reviewer Comments:

**Domain 7: Family–School Collaboration Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 7.1 Knowledge of principles and research related to family systems, strengths, needs, and culture; |  |  |  |  |  |
| 7.2 Use of evidence-based strategies to support family influences on children’s learning and mental health; and |  |  |  |  |  |
| 7.3 Use of strategies to develop collaboration between families and schools |  |  |  |  |  |

Reviewer Comments:

**Domain 8: Diversity in Development and Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 8.1 Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; |  |  |  |  |  |
| 8.2 Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; |  |  |  |  |  |
| 8.3 Use of evidence-based strategies to enhance services and address potential influences related to diversity |  |  |  |  |  |

Reviewer Comments:

**Domain 9: Research and Program Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 9.1 Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and |  |  |  |  |  |
| 9.2 Knowledge of program evaluation sufficient for understanding research and interpreting data in applied settings |  |  |  |  |  |

Reviewer Comments:

**Domain 10: Legal, Ethical, and Professional Practice**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Checkpoint 5 |
| Date: |  |  |  |  |  |
| 10.1 Knowledge of the history and foundations of school psychology; |  |  |  |  |  |
| 10.2 Knowledge of multiple service models and methods; |  |  |  |  |  |
| 10.3 Practice according to ethical, legal, and professional standards; and |  |  |  |  |  |
| 10.4 Knowledge of factors related to professional identity and effective practice as school psychologists |  |  |  |  |  |

Reviewer Comments:

**Applied and School Psychology Comprehensive Examinations: An Informal and Desultory Guide**

So, you’re thinking that it’s about time to write your comprehensive exams. Probably a good idea if you are far enough along to have completed, or *nearly* completed, your practicum experience. If you are in the school program, you might be well advised to get your comps out of the way before starting your internship experience, since that’s usually a full time occupation.

When you decide which semester you want to write (fall or spring), you need to let the office know *in writing.* Give a signed note to Ms. McCord or Ms. Manning in the Psychology office specifying the semester and year you will write. (Maybe we’ll make up a form later.) Ordinarily, doing this means that you have committed yourself to that date, and you can’t just willy-nilly decide not to do it at the last moment. Of course, a medical or other personal matter will prompt the department to work with you in rescheduling your test date to another semester. The exact dates for comps are set each year by the department, and they are usually in October and February. We don’t schedule comps in the summer since it is hard to get enough readers in all the areas.

We schedule comps for two days covering four general areas, two each day. On the morning of the first day we will test you over “Foundations: Process.” The content of this area includes neuropsychology, learning, cognition, and ethics. The first afternoon you will write on “Foundations: Person,” which will include personality, social, developmental, and abnormal psychology/developmental psychopathology.

The second day will shift from foundations to applications. In the morning you will write over “Applications: Assessment.” Here, the content will be related to measurement theory and practice; intellectual, cognitive, academic, neuropsychological, behavioral, and personality assessment tools and strategies; and strategies for indexing assessment to referral questions and possible recommendations. Having been in the Psychology Clinic for a semester or two seems to really help a student consolidate learning from the more basic courses.

On the afternoon of the second day, you will write on “Applications: Interventions.” These topics include behavior modification, behavior therapy, individual and group psychotherapy, consultation, treatment planning, school interventions, and intervention teamwork.

Studying for comps is something of an individual matter. Some people like study groups, and some like to work alone. Either way, you should check the grapevine to see what other people’s experiences have been. Of course, they will remember some questions, which can help you see the pattern of the tests, but don’t count on seeing the same questions a friend saw. More important, find out how they studied – and how they did!

I would recommend for sure that you allow yourself plenty of time for reading and study. I studied for two years before I thought I was ready for my doctoral comps. And even then I was fearful that I wasn’t ready. A reading list that is less than a year old is at the end of this document.

We score your comps by the area. This means that you can pass or fail up to four areas. Two readers will read each of your comps (without knowing your identity), and a third is added if the first two disagree about the decision to pass or fail. If you fail an area, you should consult with your program advisor, and you may retake it at a regularly scheduled time with his or her written permission.

Steve Ball

November 11, 2003

Reading List

Alberto, P., & Troutman, A. C. (1998). *Applied behavior analysis for teachers.* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

American Psychiatric Association. (2000). *DSM-IV-TR 2000: Diagnostic and statistical manual of mental disorders.* Washington DC: Author.

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist,* December.

Anderson, J. R. (1999). *Cognitive psychology and its implications.* New York, NY: Worth.

Ashcroft, M. H. (1989). *Human memory and cognition.* Glenview, IL: Scott Foresman.

Baumrind, D. (1964). Some thoughts on ethics of research: After reading Milgram’s “Behavioral study of obedience.” *American Psychologist. 19(6),* 421-423.

Baumrind, D. (1985). Research using intentional deception: Ethical issues revisited. *American Psychologist, 40(2)*, 165-174*.*

Berk, L. E. (2001). *Development through the lifespan.* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

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