

# HANDBOOK FOR SPECIALIST IN SCHOOL PSYCHOLOGY

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## Student Checklist

- Apply to the Graduate School. This includes:
  - Completing and submitting online the Graduate School Application for Admission form in which the student indicates the degree program in the Department of Counseling and Psychology for which they are applying: <https://www.tamuct.edu/graduate-studies/index.html>
  - Submitting current Graduate Record Examination (GRE) scores (if required). Note: This requirement is waived only for applicants who have already earned a graduate degree from a regionally accredited institution.
  - Submitting official transcripts of all undergraduate and graduate academic coursework
  - Writing and submitting a 200-300 word essay addressing career and academic goals
  - Note: Admission to the Graduate School does not guarantee admission to a graduate degree program in the Department of Counseling and Psychology.
- Meet with the Program Coordinator prior to enrolling in any courses in a degree program in the Department of Counseling and Psychology
- Meet with a faculty graduate advisor to complete a degree plan after admission to the University
- Apply for field work course in the semester prior to enrolling in them (must apply each semester for each course) if required by the program
- Apply to take comprehensive exam
- Apply for graduation and participation in graduation ceremony

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## Statement of Informed Consent

The graduate degree programs include laboratory and field experiences in counseling, therapy, or psychology. These courses may include practicing counseling, therapy, and assessment skills with student peers; being interviewed by counseling or psychology peers; and practicing newly-acquired and more advanced skills with actual clients at field sites. Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling, therapy, and assessment behaviors. Feedback will include supervisor observations (from course instructors, program faculty, and site supervisors) of any limitations in counseling, therapy, assessment skills, professional practice, and personal qualities and behaviors which may inhibit the student's therapeutic abilities. Feedback (oral and/or written) will come in the classroom and lab settings, as well as in group and individual supervision settings. Additional meetings with instructor and/or field supervisor may be necessary. Progression

through field experiences will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level. To participate in these experiences, students will sign a Statement of Informed Consent indicating that they understand and agree to conditions for enrollment in the program (see Appendix A).

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## Statement of Confidentiality

Due to the nature of counseling, therapy, and psychology, and the faculty's responsibility to educate effective counselors and therapists, students may be encouraged to participate in experiential activities (including group counseling as well as attending and paying for counseling as an outside class activity). Signing a confidentiality agreement, which is included in the appendix of this student handbook, protects student's rights with regard to self-disclosure (see Appendix B).

Students are subject to the conditions of the department's student retention procedure and student review procedure included later in this guide.

## Admission Process

- Obtain Conditional Admission to the Graduate School at A&M-Central Texas: <https://www.tamuct.edu/graduate-studies/index.html>
- Submit all admission materials to the Program Coordinator by:
  - July 1st (Fall)
  - Nov 1st (Spring)
  - Apr 1st (Summer)
- Applications received after the established deadlines will be reviewed on a case-by-case basis if space is available.
- The S.S.P. program may conditionally admit students for one semester to allow them time to obtain an acceptable GRE score as long as they meet all other admission standards.
- Student admission appeals are handled according to the guidelines below in the Admissions Appeals Procedure section, which are consistent with the University Academic Appeals Procedure.
- After program faculty review all application materials, applicants will be notified via email regarding program admission decisions.

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## Admission Requirements

- Bachelor's degree from a fully accredited institution.
- An undergraduate GPA of 3.0 or better.
- Submission of GRE scores. Preferred minimum GRE (verbal + quantitative)
  - Last 60 hour GPA between 2.5 and 2.99: at least 285 (Verbal + Quantitative)
  - Last 60 hour GPA 3.0 or higher: at least 280 (Verbal + Quantitative)
- Students in the S.S.P. program who have a previous graduate degree from a regionally accredited university are waived from the requirement of a GRE score.
- Clinical/Work/Volunteer Experience: While specific experience is not required, previous related work experience may make the applicant more competitive.

- Timely submission of admission materials.

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## Admission Materials

- **Personal Statement:** An essay describing why the applicant wants to pursue School Psychology as a career. In addition, the statement should include what the applicant thinks his or her strengths are for counseling, and any other qualities which speak to the applicant's potential for success in the S.S.P. program. Limit the statement to no more than two pages double-spaced.
- **Resume/CV:** A work experiences résumé or curriculum vitae.
- Copies of any professional licenses currently held.

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## Admissions Appeals Procedure

Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](http://catalog.tamuct.edu/registration-records/academic-appeals-procedure/): <http://catalog.tamuct.edu/registration-records/academic-appeals-procedure/>. Extenuating circumstances may cause the College to deviate from the defined time frames. Any question of interpretation or application of this procedure shall be referred to the College Dean.

A student who wishes to appeal an admission decision should ask for a scoring review and written remediation plan from that committee via the Program Coordinator within 30 calendar days of the originating event. The Program Coordinator is expected to provide the student a written response from the Admission Committee within 20 business days. If the Program Coordinator is unavailable, if a response is not made within 20 business days, or if the student is unsatisfied with the response and wishes to appeal a decision of the Admission Committee, the student should inform the Department Chair of the appeal in writing within 5 calendar days of the originating event. For an appeal of an admission decision, the originating event shall be considered the written notification of the admission decision to the student until the appeal process concludes. The written appeal must include the following:

- Name, address, email, telephone number, and University Identification Number (UIN) of the student if applicable.
- Date of action against the student and by which faculty member/committee.
- Nature of admission action and copy of applicable materials including the written remediation plan.
- Circumstances which merit review.

The Department Chair is expected to provide the student a written response within 10 business days of the filed appeal. A student unsatisfied with the decision of the Department Chair may appeal in writing to the College's Dean within 5 business days of notification of the decision from the Department Chair. The College Dean will give the appeal to the College Academic Appeals Committee for review. The minimum standard for each college's committee is three faculty members, who were not serving on the Admission Committee when the admission decision under appeal was made; the College is responsible for developing a specific and nonbiased committee structure. After considering all aspects of the incident, the committee will render a recommendation to the College Dean. The decision of the College Dean is final and will be communicated to the student in writing within 20 business days. There is no appeal beyond the Dean.

## Degree Plan

Once Full Admission to a Program is granted, a student should contact their graduate advisor to discuss a plan for completing coursework as

## Ethical Standards

All students are expected to understand and practice the ethical codes and standards of conduct of the National Association of School Psychologist (NASP) and the appropriate licensing board.

Students are also expected to understand and adhere to the standards of conduct for students at Texas A&M University - Central Texas (A&M-Central Texas). Violations of professional ethical standards or University rules could indicate a student is unfit to continue in the program.

Students are expected to periodically review the ethical standards to ensure continued understanding and practice.

Advisors and faculty members at A&M-Central Texas have an obligation to respond when students are in violation of professional ethical standards or University rules of conduct. Additionally, the Office of Student Affairs may take action when a student violates the Student Code of Conduct.

## Faculty Advisement

Students are required to seek advising by faculty advisors regarding coursework, certification and licensing requirements, program policies and procedures, requests to change degree plans, and assistance with other educational or career needs.

- A faculty advisor is assigned to each student according to area of emphasis and degree plan. Students may consult with any faculty member but are urged to work with their assigned advisor as much as possible due to their expertise and knowledge in the student's area of emphasis.
- Advising is a continuous process, and faculty advisors are assigned many students to advise in addition to their other workload requirements, such as teaching, service, and research. Students should demonstrate respect for the faculty advisor's time by setting appointments and being prepared for their appointments as much as possible.

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soon as possible and complete a Graduate Degree Plan Acknowledgment & Responsibility Form, which will be signed by the student, graduate advisor, and the Department Chair (or College Dean). Note: Students who are non-degree seeking are not in a degree program and are not eligible to file a degree plan. Care must be taken to select courses that also meet requirements for special credentials the student may be seeking such as licensure or certification.

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## Transfer of Coursework to Degree Plan

Recommendations for transfer credit are originated by the graduate program faculty advisor. Upon approval from the Dean of the Graduate School, the University may accept up to 12 hours of graduate coursework completed at an accredited institution, inclusive of graduate coursework completed as part of any previously awarded degree. Credit for *completed* graduate certificates or graduate micro-credentials earned at A&M-Central Texas are not subject to the 12 hour limit on transfer credits.

Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours or equated to semester credit hours. Coursework in which no formal grade is given, or in which grades other than letter grades (A, B, C, etc.) are given (e.g. CR, P, S, U, etc.) will not be accepted for transfer credit. Only A and B grades may be transferred.

No academic work completed by correspondence courses may be applied towards graduate degree programs. Correspondence courses include those courses where faculty interaction is absent.

All courses accepted as transfer credits which are more than six years old at time of graduation will not be counted toward degree requirements.

## Student's Responsibilities

Students have a responsibility for their learning. Other responsibilities include:

- Reading the A&M-Central Texas catalog each year to determine if changes impact them
- Reading and adhering to professional ethical standards
- Meeting registration and payment deadlines
- Participating in activities and projects, internal or external to the University, that will enhance their learning experience
- Following the degree plan outline as closely as possible and being aware of all course prerequisites
- Preparing for courses by making arrangements to attend regularly scheduled classes, allowing for adequate study time, completing assignments on a timely basis, and taking the final exam as scheduled
- Identifying skill strengths and working toward development of skills that need improvement
- Asking questions to obtain information regarding topics they do not understand
- Preparing for the site-based practicums and internships in advance of the semester in which they will be taken, including submitting application forms by posted deadlines
- Successfully completing the comprehensive examination or thesis
- Meeting graduation requirements and deadlines
- Collecting and maintaining documentation of practicum and internship hours which will be needed when applying for certification or licensure
- Becoming identified with the professional community such as participating in professional activities and/or joining a professional association such as the National Association of School Psychologists (NASP) and the Texas Association of School Psychologists (TASP).

## Program Standards

Students must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the code of ethics of relevant professional associations and the state of Texas. A student's acceptance to program does not guarantee professional fitness that is required to remain in the program. See Student Review Policy described below regarding what procedures will be followed when faculty believe students are not fit for a particular program.

## Professional Endorsement Policy

The faculty will not endorse any graduate from the program for a license or certification for which the graduate has not been trained.

## College of Education and Human Development Academic Appeal Policy

### Academic Appeals Procedure

A student's final course grade is based upon the grading policies, procedures, and criteria stated in the course syllabus distributed at the beginning of the semester by the course instructor. The syllabus shall include the basis for calculation of grades, including weights as applicable for tests, laboratory assignments, field study work, projects, papers, homework, class attendance and participation and other graded activities.

Normally a student's concern over a final course grade can be handled informally between the student and the instructor of the course. If the issue cannot be satisfactorily resolved between the student and the instructor, then the student may request a grade appeal using the procedure outlined below.

*The original grade will stand in the student's university record until the appeals process is concluded.*

1. A final grade can only be appealed under one or more the following conditions:
    - a. A clerical/computational error was made in calculating/reporting the grade.
    - b. The grading decision was made on some basis other than academic performance and other than as a penalty for academic misconduct.
    - c. The grading procedure employed was arbitrary and departed substantially from accepted academic norms or is at variance with the course syllabus.
    - d. The grade was not determined using the same process applied to other students in the course.
  2. A student who wishes to appeal a final course grade must submit a written grade appeal request to the course faculty member at their official university email address within 30 calendar days of the date that final course grades were posted. The written appeal must contain all of the information necessary to render a decision. The written grade appeal must include the following information:
    - a. Student name, address, student's university email, telephone number, and Warrior Identification Number
    - b. Course name, CRN, prefix/number and semester/year class taken
    - c. Name of faculty member assigned to the course
    - d. A clear statement of the grade change being requested and the justification for the request
    - e. Attach additional evidence that supports the grade appeal. This may include items such as personal grade records, copies of graded work, email communication with the faculty member, or comparisons of own work to the work of other students.
  3. The faculty member is expected to provide the student a written decision (by the student's university email or by certified mail) within 20 business days. If the student is dissatisfied with the decision or does not receive a response from the faculty member within 20 business days, the student may submit the grade appeal to the department chair. In the rare case that there is not a department chair or if the faculty member is the department chair, then the written appeal should be sent directly to the dean of the college. The student has five business days to submit the appeal.
  4. The department chair is expected to provide the student a written decision (by student's university email or by certified mail) within 10 business days.
  5. A student dissatisfied with the department chair's decision may submit the appeal in writing to the college's dean. The student has five business days to submit the appeal. The college dean will give the grade appeal to the College Academic Appeals Committee for review. The Academic Appeals Committee consists of three faculty members from the college; each college is responsible for developing a specific and unbiased committee structure. After considering all aspects of the incident, the committee will render a recommendation to the academic dean. The decision of the academic dean is final and will be communicated to the student in writing within 20 business days.
- A request for deviating from the grade appeal timeline must be approved by the dean of the college and the student must be notified in writing of the change in appeal timeline.*
- Any question of interpretation or application of the Academic Grade Appeals Procedure shall be referred to the Office of the Provost.*
- Any question of interpretation or application of the college procedure shall be referred to the dean of the college.*

## Student Retention Policy

Every student enrolled in the Graduate School is required to maintain a high level of performance and comply fully with the policies of the institution. Students who have achieved admission are expected to maintain a minimum 3.0 GPA on work completed at A&M-Central Texas. The Graduate School reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to University regulations.

### Probation

At the end of any grading period, if a student's semester or overall GPA falls below the minimum required as set by the department (at least a minimum of 3.0 GPA), they will be given notice of unsatisfactory academic performance and put on probation. The student must attain a 3.0 cumulative GPA during her/his next period of enrollment. Failure to do so will result in suspension. Students must be in good academic standing (i.e., not on probation/suspension to graduate).

### Suspension

At the end of any grading period, if a student's semester or overall GPA falls below a 2.0 they will be automatically suspended. Students may not attend classes for one long semester or the summer term. Upon return from suspension, a student will sign a contract with the Graduate School stipulating the conditions that must be met for the following term. At a minimum, the graduate student must maintain a minimum

3.0 GPA for every semester thereafter. Additional stipulations may be created on a case-by-case basis. A graduate student is allowed one suspension. If poor academic performance results in a second suspension, the student will be dismissed from the current program and may be permanently dismissed from the university.

### Suspension Appeal

Under exceptional conditions, a student may write a letter of appeal to the Dean of the Graduate School. Consideration for reinstatement will be on a case-by-case basis and approved only one time by the Dean of the Graduate School or designee. There is no appeal beyond the Dean of the Graduate School.

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## Student Review Policy

Students enrolled in the program in preparation for professional licensure or certification in the Counseling and Psychology Department are expected to maintain high academic standards and to develop appropriate skills and dispositions needed to serve as professionals in the field for which they are training. Students are expected to conduct themselves with professionalism, exhibit developmentally appropriate levels of competence, demonstrate social and emotional maturity, and conform to the guiding ethical standards for their field of study. A student's acceptance into a program does not guarantee continued fitness in that program. As such, faculty members teaching in the graduate programs of the Counseling & Psychology Department, using their professional judgment, continually evaluate each student's performance. If a faculty member believes that a student is not making satisfactory progress towards developing the skills and dispositions needed for professional practice, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance did not (or is unlikely to) improve to acceptable standards

after such a discussion, the faculty member may initiate the process of a formal Performance Fitness Evaluation (see Appendix C).

### Performance Fitness Evaluation Process

#### *Initiating a Performance Fitness Evaluation*

- The concerned faculty member should complete the Performance Fitness Evaluation Form, share a copy of the Form with the student, and place a copy in the student's file.
- The faculty will contact the student to schedule a Performance Fitness Evaluation Meeting. The student has 5 working days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the 5th business day, the faculty will notify the student of the day/time when a Performance Fitness Evaluation Meeting will take place.

#### *Performance Fitness Evaluation Meeting*

- An ad hoc faculty review committee will be formed to review the concerns raised by the issuing faculty; it will be comprised of the Program Coordinator for the program in which the student is enrolled and 2 other graduate faculty appointed by the Department Chair.
- This meeting should take place within 10 working days of the student's response to the request to schedule a meeting (or within 15 working days of the time the issuing faculty member requested the meeting, whichever comes first).
- At the meeting:
  - The student will be provided with the reasons for non-satisfactory progress in writing (at minimum this will include the Performance Fitness Evaluation Form completed by the issuing faculty).
  - The student will be given an opportunity to discuss the concerns with the faculty.
  - In addition to soliciting input from the student, the Committee may consult with any of the department faculty and/or relevant supervisors regarding the evaluation of the student's fitness and/or development of remediation strategies.
  - Within 10 working days of this meeting, the student's Program Coordinator will report the recommendation of the committee to the student and to the Department Chair.
    - Possible recommendations include the following:
      1. Student allowed to remain in program;
      2. Student allowed to remain in program with conditions; or
      3. Student dismissed from the program.
  - If the student is recommended to stay in the program with conditions, the faculty review committee will develop a remediation plan and submit a written copy of this plan to the student within 10 working days of the meeting.
  - If at any time the student is not making satisfactory progress in remediation, the faculty review committee may either modify the remediation plan or recommend the student be dismissed from the program.
  - If the student is recommended to be dismissed from the program, this will be reported to the student, the Department Chair, the Dean of the College of Education and Human Development, and the Dean of the Graduate School.

- Appeals of the committee's decision may be made following the University's procedures for appealing academic decisions.

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## Comprehensive Examination

Every candidate for the program must successfully complete a comprehensive examination. A passing score on the National School Psychology Examination can count as a comprehensive exam. The University can also create a comprehensive exam for the student.

Students are ultimately responsible for enrolling in a zero hour comprehensive exam section the semester they plan to sit for the exam and for making arrangements to take it as scheduled. Examination dates are typically:

Test Date	Application Deadline
Fall: 2nd Saturday in November	October 1st
Spring: 2nd Saturday in April	March 1st

Summer: 2nd Saturday in July      June 1st

Students should consult with their Program Coordinator regarding the specific nature of this exam.

Program Coordinators will determine the minimum score required to pass the Comprehensive Exam. Students who fail to earn a passing score must meet with their Program Coordinator to develop a remediation plan before making a second attempt to pass the Comprehensive Examination. Students who are unable to successfully complete the required comprehensive exam after 3 attempts will be dismissed from the program.

## Thesis

A thesis is an independent, original research project completed by a graduate student seeking the Specialist in School Psychology degree with the Thesis option. The research project must be quantitative in nature and will be completed in collaboration with three faculty members who serve on the thesis committee. Students will complete the project while enrolled in the course, PSYC 5198 Thesis. Six hours of thesis credit is required. Credit is awarded for thesis coursework when 1) the thesis proposal is completed and again when 2) the final thesis is completed. Once a student enrolls in thesis hours, the student must remain continuously enrolled in a PSYC 5198 course until the thesis is completed. A student may begin the thesis after meeting the following requirements:

- Successful completion of PSYC 5300 and PSYC 5301.
- Successful completion of 12 additional hours of coursework in the degree plan beyond PSYC 5300 and PSYC 5301.

Prior to being enrolled in thesis the student is expected to identify his or her topic, draft a concept paper, and select the faculty chair of the thesis committee. During the first semester of thesis, the student is expected to write a research proposal and defend the research protocol. Prior to collecting data, the student must obtain approval of the Institutional Review Board (IRB). During the second semester, the student will collect and analyze data, interpret his or her findings, and defend the final thesis report. The Graduate School publishes a Thesis Manual which outlines required thesis elements and procedures. Due to the shortened calendar during the summer semester, it is strongly recommended that students begin their thesis in the Fall semester. There is no guarantee that the thesis can be completed in two semesters though students should work diligently to achieve this goal.

## Graduation

Students must register to graduate by the deadline listed in the current catalog or class schedule. All university requirements regarding the final procedures related to the degree must be followed. If courses have been substituted for those printed on the degree plan, a substitution approval form must be completed, signed by the student, graduate advisor, and the Department Chair and placed on file in the Graduate School.

## Fieldwork Courses

The following courses require a separate application for each semester in which the student will be enrolled:

- PSYC 5391, 5384, 5385

## Eligibility

All prerequisite courses must be completed to be eligible for enrollment in practicum and internship courses with a grade of B or better (see AppendixD for the Verification of Eligibility Form appropriate for the program in which the student is enrolled) or be approved by the Department Chair. Students must have a 3.0 GPA or higher, be admitted to one of the professional programs, and not be on academic probation. Students must show satisfactory progress and acceptable standards of conduct. And, every applicant must be approved for eligibility by the practicum/internship director.

Any program faculty member may challenge a student's eligibility or fitness for a practicum or internship under the Student Performance Fitness Evaluation Policy. No student will be admitted to a practicum/internship until all challenges to eligibility have been resolved.

## Application and Deadlines

Application for practicum/internship experiences must be submitted for each experience. Acceptance and completion of one practicum/internship course does not assure acceptance to a second practicum/internship. Application forms are available in Canvas and in the department office.

Application deadlines are announced and posted each semester in Canvas. It is the responsibility of the student seeking a practicum/internship to know and adhere to the application deadline. No new applications will be considered after a deadline for a particular semester has passed.

The application deadlines are as follows:

Semester	Date
Fall	June 1st
Spring	September 1st
Summer	February 1st

If a deadline falls on a weekend or holiday, it will be moved to the next working day.

Written notification of acceptance to a practicum/internship will be provided as soon as all applications have been processed after the deadline date. The assigned supervisor of each section will provide specific information and guidelines to students registered in that section. Students whose applications are not accepted may reapply for the subsequent semester.

## Selection of Practicum and Internship Sites

The student seeks and chooses the practicum/internship site. Approval of the site by the practicum/internship director is required. A site must be deemed appropriate by the practicum/internship director to be approved. Sites that are greater than 75 miles from the Killeen campus must additionally be approved by the student's Program Coordinator.

The student must provide the names and phone numbers of contacts at the site, as well as detailed information about the services offered and

potential experiences for the student. To approve a site, the practicum/internship director will consider the qualifications of supervisors at the site, the experiences to be offered the student, the coursework, degree plan, and licensure/certification sought by the student, and the quality of the services offered at the site. The practicum/internship director may deny placement of a student at a particular site if the site is deemed inappropriate for meeting the educational needs of the student.

It is highly recommended that students seeking sites meet with the practicum/internship director early in the semester of the application deadline to get pre-approval of the site. This will help to insure that adequate time is available to find an alternate site in case a site is not approved.

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## Liability Insurance

All students who register for a practicum or internship course are required to submit proof of their student counseling/therapy liability insurance with each application for fieldwork courses. In some instances, students may be required to provide health certificates or evidence of immunization to work with clients. Because it is the responsibility of students to prepare themselves for course requirements, liability insurance must be purchased sufficiently prior to beginning a practicum or internship course to avoid delays in working with clients. Students are also responsible for renewing the insurance as needed. In some cases, the University may provide this insurance.

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## Professional Associations

- Students are strongly encouraged to network within the professional community (e.g., participate in professional activities and/or join a professional association). A variety of professional associations have student members. As a whole, these associations provide many benefits, products, and services to counselors, psychologists, and therapists. They promote public recognition of the profession, advocate for the profession, and represent the profession's interests before federal, state, and local governments.
- Professional associations most directly related to our program options include:
  - National Association of School Psychologists (NASP)
  - Texas Association of School Psychologist (TASP)
- Students are also encouraged to attend and participate in professional association conferences. Such experiences give opportunities to share research, network, and enhance professional development. While it is not a requirement, graduate faculty are often interested in collaborating with students to develop conference presentations.

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## Professional License

The Specialist in School Psychology program is designed to lead to eligibility for professional licensure in the State of Texas. Conferral of a degree is only the first step for students seeking professional licensure.

Certification or licensure is generally coordinated between the student and the board issuing the desired credential. More information on

Texas requirements for licensure can be found at:

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html>

- For Specialist in School Psychology students initiate the process by contacting the appropriate licensing board.

It is the responsibility of the student to be aware of the particular requirements of the certification and licensing board for which a credential is sought. Additionally, these requirements often differ depending on what state one is pursuing a credential. Consult with program faculty if you are unsure of how to find these requirements.

Program	Degree	Credential	Responsible Board
School Psychology	S.S.P	Licensed Specialist in School Psychology (license)	Texas Behavioral Health Executive Council



## Appendix A: Statement of Informed Consent Form

### Department of Counseling and Psychology Texas A&M University-Central Texas

The undersigned student understands:

The graduate degree programs include laboratory and field experiences in counseling or psychology. These courses will include practicing counseling, therapy, and assessment skills with student peers, being interviewed by counseling or psychology peers, and practicing newly-acquired and more advanced skills with actual clients at field sites. Due to the nature of counseling and psychology, and the faculty's responsibility to educate effective counselors and therapists, students may be encouraged to participate in experiential activities (including group). All reasonable efforts will be made to protect the confidentiality of any disclosed information.

Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling, therapy, and assessment behaviors. Feedback will include supervisor observations (from course instructors, program faculty, and site supervisors) of any limitations in counseling, therapy, and assessment skills, professional practice, and personal qualities and behaviors that may inhibit the student's therapeutic abilities. Feedback (oral and/or written) will come in the classroom and lab settings, as well as in group and individual supervision settings. Additional meetings with instructor and/or field supervisor may be necessary. Progression through field experiences will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level.

In consideration of being allowed to participate in courses and the field placement requirements of the program, the undersigned student agrees:

- That his/her participation in said program will make use of personal student experiences in a classroom situation, and hereby gives informed consent to the usage of these experiences and further agrees and consents that professional observations and/or findings as well as student comments may be communicated to and discussed in a classroom situation.
- To hold harmless Texas A&M University - Central Texas, The Texas A&M University System Board of Regents, The Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising out of or in any way predicated upon acts or omissions, in connection with the program described above.
- That he/she assumes all risk involved in participation in this program. This assumption is made freely and **voluntarily** and with full and complete understanding of the consequences of such risk assumption.

By signing this agreement, I understand and agree to these conditions for my enrollment in the program.

Student's Signature and Date:

**Appendix B: Statement of Confidentiality Form**  
**Department of Counseling and Psychology**  
**Texas A&M University-Central Texas**

I, the undersigned, do agree to hold in strictest confidence personal information gained in any psychology or counseling course as well as any other that may be construed to be in a psychology or counseling course. This agreement is in accordance with established Codes of Ethics from professional associations as well as the licensure laws of the State of Texas. I understand the necessity for such an agreement and will abide by the implicit and explicit demands of this statement. I further understand that breaches of confidentiality will result in disciplinary action including possible dismissal from the Texas A&M University-Central Texas School Counseling, Clinical Mental Health Counseling, Marriage and Family Therapy, and School Psychology programs.

Student's Signature and Date:

## Appendix C: Student Performance Fitness Evaluation Form

### Department of Counseling and Psychology Texas A&M University-Central Texas

Student's Name:

Semester/Year:

Faculty Member's Name:

Course Number:

This evaluation is to be completed by instructors when they believe that there is a poor match between the student and the graduate program. The evaluation covers four areas: Professionalism, Competency, Social and Emotional Maturity, and Integrity. Given that good fit in all of these areas is essential for positive training outcomes, a poor fit between student and program may be indicated by global concerns in all the areas prescribed or by concerns that are focused in only one area.

This form should be completed in triplicate. The faculty member completing it should retain the original, give one copy to the student, and place one copy in the student's file. The faculty member **MUST** complete follow-up documentation to be placed in the student's file.

Directions: Based on your observations of the student, select the relevant items, then circle the number that corresponds to the level of concern:

- 0= Not Concerned
- 1= Concerned
- 2 = Highly Concerned

**Professionalism**

1. The student conducts self in an ethical manner so as to promote confidence in the counseling program.	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others.	0	1	2
4. The student demonstrates an understanding of the legal requirements relevant to counseling training and practice.	0	1	2
5. The student regularly attends class, is on time for class, and stays for the full class meeting time.	0	1	2
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	0	1	2
7. The student projects a professional image and positive attitude.	0	1	2

**Competency**

1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	0	1	2
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	0	1	2
3. The student takes responsibility for assuring client welfare when faced with the boundaries of his/her expertise.	0	1	2
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, or experience.	0	1	2
5. The student demonstrates basic cognitive and affective capacities when responding therapeutically to clients.	0	1	2
6. The student demonstrates appropriate oral and written language skills.	0	1	2

**Social and Emotional Maturity**

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	0	1	2
2. The student is honest, fair, and respectful of others.	0	1	2
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	0	1	2
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	0	1	2
6. The student follows professionally recognized problem-solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.	0	1	2

**Integrity and Ethical Standards**

1. The student refrains from making statements which are false, misleading, or deceptive.	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	0	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	0	1	2
5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2

Student's Signature and Date:

Faculty Member's Signature and Date:

## Appendix D: Verification of Eligibility Form for Specialist in School Psychology

Department of Counseling and Psychology  
Texas A&M University-Central Texas

I certify that I have completed the following pre-requisite courses for PSYC 5384.

Required Course	Semester/Year	School	Grade
PSYC 5360: Foundations of School Psych *			
PSYC 5382: Behavior Management & Therapy *			
COUN 5353: Theories of Counseling *			
COUN 5357: Methods & Practices *			
PSYC 5381: Assessment & Evaluation *			
COUN 5358: Psychopathology * -OR- PSYC 5358: Psychopathology *			
PSYC 5391: Practicum I			
PSYC 5300 Behavioral Statistics			
PSYC 5301 Research Methods			
PSYC 5302 Social Psych Processes			
PSYC 5303 Theories of Learning			
PSYC 5304 Human Development			
PSYC 5311 Cultural and Social Issues			
PSYC 5314 Intelligence Assessment			
PSYC 5315 Physiological Psych			
PSYC 5380 Personality Social Assessment			
PSYC 5383 Consultation & Supervision			
EDUC 5338 Curriculum Design -OR- PSYC 5317 Instructional Design and Assessment of Student Learning			
PSYC 5310 Special Education Law			

Table 1 Required Prerequisite Coursework for SSP

\* Prerequisite for PSYC 5391 Practicum I

Note: PSYC 5384 Internship I is a prerequisite for PSYC 5385 Internship II

I also certify that my cumulative graduate school grade point average (GPA) at Texas A&M-Central Texas is 3.0 or greater. I also certify that I earned a grade of B or higher in all prerequisite courses for PSYC 5391: Practicum I.

Student's Signature and Date:

I \_\_\_\_\_ hereby certify that I have read  
(Print name)

and that I understand the information presented in this *Handbook*.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)