

2021-2022

HANDBOOK FOR SPECIALIST IN SCHOOL PSYCHOLOGY

Student Checklist

- Apply to the office of 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.
- Complete the Programs of the Counseling and Psychology Department Application: <https://www.tamuct.edu/coe/counseling-psychology.html>
- Complete the application process for the program.
- 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

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).

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>
- Complete the online Programs of the Counseling and Psychology Department Application: <https://www.tamuct.edu/coe/counseling-psychology.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.

Admission Requirements

- Successful admission to graduate school.
- Bachelor's degree from a regionally accredited institution.
- Submission of GRE scores. This requirement is waived only for applicants who have already earned a graduate degree from a regionally accredited institution.
- Completed Counseling and Psychology Department application.
- An undergraduate GPA of 3.0 or better.
- A degree in Psychology or a closely related field, or advanced degrees in other areas.
- Clinical/Work/Volunteer Experience: While specific experience is not required, previous work related work experience may make the applicant more competitive.
- Timely submission of admission materials

Admission Materials

- **Department application:** The department application can be found online at the department website.
- **Personal Statement:** An essay describing why the applicant wants to pursue professional counseling 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.

Admissions Appeals Procedure

Student admission appeals are handled according to the following guidelines, which are consistent with the [University Academic Appeals Procedure](#). Extenuating circumstances may cause the University to deviate from the defined time frames. Any question of interpretation or application of this procedure shall be referred to the Office of the Provost.

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 60 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:

Ethical Standards

- 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.
- Signature of student and date submitted.

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 Academic Appeals Committee within 15 calendar days of notification of the decision from the Department Chair. 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 hearing both sides of the incident, the committee may decide that no further review is justified or may 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.

Degree Plan

Once Full Admission to a Program is granted, a student should contact

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.

their graduate advisor to discuss a plan for completing coursework as 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. See the Certification and Licensure section of this guide for more details.

Transfer of Coursework to Degree Plan

Graduate degree credit is allowed only for A, B, and C grades (for more information see the University Catalog). For all graduate programs in the Counseling and Psychology Department, courses transferred to the degree plan are allowed only for A and B grades. Courses taken at any

institution will not be transferred to the degree plan with a C grade or lower.

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 (e.g., 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

This set of College procedures supplements the University's Academic Appeals Procedure articulated in the Catalog. It is designed primarily to address those instances when a student's concern over a final course grade cannot be handled informally between the student and instructor of the course. However, this same procedure may be used to guide appeals for other academic decisions for which there are no other established guidelines or procedures. The College of Education and Human Development Grade Appeal Policy was designed to protect students from biased or inaccurate evaluation procedures without unfairly impinging on the academic freedoms of the faculty. Consistent with this, it is recognized that:

- Students have the right for their work to be evaluated fairly and accurately using a method consistent with professional academic standards.
- Faculty members have the right to evaluate students' work using any method that is professionally acceptable, submitted in writing to all students, and applied consistently to all students.
- It is assumed that A&M-Central Texas faculty members appropriately evaluate students' work, so the burden of proof for a grade appeal lies with the student.

The process for appealing a faculty member's decision to levy an academic penalty pursuant to their determination that a student has engaged in academic dishonesty (i.e., Academic Appeals Procedure) is separate from the process for determining if a student is responsible for violating the Code of Academic Integrity outlined in the Student Handbook. Students should consult the Code of Student Conduct for information on that process.

Justification for an Appeal

Academic appeals may only be initiated under one or more of the following conditions:

- Error: A clerical/computational error was made in calculating/reporting the grade.
- Prejudice: The decision was made on some basis other than academic performance.
- Arbitrary method: The decision making process (e.g., grading procedure) employed was arbitrary and departed substantially from accepted academic norms or was at variance with documented expectations for this process (e.g., grading procedure deviated from that stated in a course syllabus).
- Inconsistent application: The decision was not determined using the same process applied to other students in the same context (e.g., in the same course section).
- Insufficient reasons upon which to base an appeal include:
 - Disagreement with course policies that are clearly communicated in writing to all students and are in keeping with accepted academic norms.
 - Differences in procedure among sections of the same course or across faculty members.
 - Potential negative impact on the student (e.g., loss of financial aid).
 - Dissatisfaction with instructional style and/or methods (**Note:** Students who have complaints regarding the instruction they receive should address these directly with their instructor or that faculty member's supervisor).

Appeal Process

A student who wishes to appeal a decision of a faculty member must submit a written appeal request to the appropriate faculty member at their official university email address within 30 calendar days of the originating event. For final course grades, the originating event occurs on the day final course grades are posted. The written appeal must contain all of the information necessary to render a decision. For grade appeals, the written appeal must include the following information:

- Student name, address, university email, telephone number, and Warrior Identification Number;
- Course name, CRN, prefix/number and semester/year class taken;
- Name of the faculty member assigned to the course;
- A clear statement of the grade change being requested and the justification for the request;
- 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.

**For appeals of final course grades, student should use the COEHD Grade Appeal Form that is posted on the College webpage.*

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. The faculty member's response should include a clear articulation of their rationale for denying the appeal.

If the student is dissatisfied with the faculty member's decision or does not receive a response from the faculty member within 20 business days, they may submit the academic appeal to the department chair. This submission should include all the materials originally submitted to the faculty, the faculty member's response, and an explanation from the student addressing why he or she believes the faculty member's response was inadequate/unsatisfactory. 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 department chair's primary role is to determine if any miscommunications between faculty and student occurred that have prevented resolution of the disputed decision. After due deliberation, if the chair believes it is more likely than not that the appeal has merit, they will recommend a course of action to the faculty to address the appeal, and they will communicate in writing to the student what this recommendation was and if the faculty was amenable to it. Elsewise, the chair will communicate in writing to the faculty and the student their rationale for not supporting the student's appeal.

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.

A student dissatisfied with the outcome of the department chair's review may submit the appeal in writing to the college's dean. The college dean will give the grade appeal to the College Academic Appeals Committee for review. 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.

- The ad hoc College Committee will consist of a minimum of three faculty members appointed by the College Dean and two student representatives. The Dean will identify one of the faculty members as the chair of this ad hoc committee.
- The chair of the Committee will notify the student and faculty member that the appeal is under committee review.
- The Committee may request additional information from the parties

involved (e.g., course syllabus, work samples, testimony).

- The student and faculty member both have the right to present evidence in person to the committee, but the committee may deliberate in private.
- If the student or faculty member wishes to provide the Committee with additional materials explaining their position, this should be done within 7 calendar days of the time the committee is asked to review the appeal.
- The student and faculty member both have the right to present evidence in person to the committee, but the committee may deliberate in private.
- The committee will establish a process by which they will determine the majority opinion regarding the validity of the appeal and what recommendation should be communicated to the Dean. The chair of the committee is responsible for ensuring this communication occurs within the designated time frame.
- If it is determined that the majority of the committee members believe it is more likely than not that the student's appeal has merit, they will communicate this finding to the Dean as well as making a recommendation regarding an appropriate response that would address the merits of the appeal.
- For a grade appeal, possible recommended responses include (but are not limited to):
 - The student's work is to be re-evaluated by a qualified faculty member, adhering to the standards specified in the course's syllabus and professional standards.
 - The student's grade on an assignment and/or in the course be adjusted. If the responding faculty is not amenable to this recommendation, the grade change can be made on the authorization of the Dean, but the faculty's objection should be noted in the materials documenting the appeals process.
 - If it is not feasible to re-assess a student's performance (e.g., grade based on class presentation), a comparable alternative assignment may be assigned for the student to complete.

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.

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 College's procedures or appealing academic decisions.

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

The nature of the comprehensive examination will differ according to the graduate program in which a student is enrolled. 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 exams will be dismissed from the program.

Thesis

A thesis is an independent, original research project completed by all graduate students seeking the Master of Science in Educational Psychology degree with an emphasis in experimental psychology. 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 Office of 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 Office of The Graduate School.

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 of the department. 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 on the department's website and in the department office.

Application deadlines are announced and posted each semester. 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. Packets containing guidelines and procedures will be mailed to all applicants who have been accepted. 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.

- 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

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.

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.

The specialist in school psychology program 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>

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: Personality & Counseling *			
COUN 5357: Methods & Practices *			
PSYC 5381: Assessment & Evaluation *			
COUN 5358: Psychopathology * -OR- SPED 5305: Survey Exceptional Learners *			
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			
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)