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I. The Department of Educational Psychology

The Department of Educational Psychology is one of several departments in the College of Education. The heads of the various departments work with the Dean of the College on matters of departmental or college interest. Graduate students within the College of Education are also subject to the administrative control of the Office of Graduate Studies.

The Department of Educational Psychology offers undergraduate courses designed to assist prospective educators in understanding human learning and development. Such courses are presented as a service to students who are majoring in various fields of study other than educational psychology and who require these service courses for teacher certification with the Texas Education Agency or similar agencies in other states.

At the graduate level, the department offers the master of science, master of education, and doctor of philosophy degrees. Doctoral specializations include counseling psychology; school psychology; educational psychology foundations; special education; and Hispanic bilingual education.

II. Introduction

We believe that the years of graduate education are more than a necessary evil that must be endured before you “can live again” in the real world. This period can and should be a time of considerable personal growth for you, not only in the cognitive sphere but also in terms of growth as a person and as a professional. A necessary condition for optimum growth, however, is that you take personal responsibility for guiding your course through this potentially valuable period.

This handbook was designed to aid you in guiding yourself through the CPSY Ph.D. program at Texas A&M University. Certainly, you will need to know about requirements, organizations, facilities, deadlines and many other facts that will enter into your academic planning. Much of this information is contained in this handbook; other vital sources are the Graduate Catalog and your advisor or chair.

In addition to academic planning we strongly urge you to make plans and set goals for growth in at least three other areas: growth as a person, growth as a scientist, and growth as a practitioner of psychology. The following points are provided for your consideration in each of these areas:

**Growth as a Person.** Personal development continues at each stage of life. To a degree, we must constantly redefine ourselves as changing people in a changing world. The new environment, new experiences and new challenges of a Ph.D. program provide an excellent
opportunity for self-evaluation and growth in answer to such questions as “Who am I?”, “Where am I going?”, “What do I want from life?”, “What are my values?”.

While classes, readings, informal discussion and social interactions will certainly aid in this area of growth, we also encourage each student to consider the benefits of personal psychotherapy or group psychotherapy. Depending on the individual, psychotherapy can serve as a learning experience, an aid in overcoming personality imperfections and/or a stimulus to growth as a person. Group and individual psychotherapy are available at the Student Counseling Service. Depending on the insurance company, many local psychologists are covered by your insurance plan.

**Growth as a Scientist.** Our counseling psychology program is based on the “scientist/practitioner model” of training. We believe that both science and practice are well served by the psychologist with this dual emphasis in training. Texas A&M University, as one of the leading research institutions in the country, has both the atmosphere and facilities to encourage the growth of scientific competence. This statement is also true for our Department of Educational Psychology. As a Ph.D. student, you have available courses, expertise, computer services, and all the other resources necessary to develop and use your scientific potential to the fullest.

Part of your on-going self-evaluation might well include a determination of the adequacy of your research skills in terms of your career goals. What skills and experiences will you want to have once you have graduated? The department and the university likely are your best—if not only--opportunity to gain these skills and abilities.

You should become aware of the opportunities available here and become involved in research activities during your first year on campus. Faculty members announce the topics of their research teams in September. You are welcome to join them in their projects or to join with other faculty or students. The Dean’s office regularly receives information on federal and national grants for various types of research in which you may be interested. Please check with the departmental office for such publications. Consider setting goals of so many publications and/or presentations each year you are on campus.

**Growth as a Practitioner.** A practitioner is “a person engaged in the practice of a profession.” The practice of psychology usually involves therapy, diagnosis, consultation, supervision, administration, and teaching. Professionalism involves knowledge and skill in these areas but also concern for a number of “professional issues”: licensing, ethics, standards of practice, etc. This handbook and the courses in Counseling Psychology are intended to increase your professionalism. But again, you are asked to take responsibility in preparing yourself.

Through elective courses, personal reading, practicum experiences, class assignments, attendance at workshops and other opportunities you are encouraged to:
1. Develop your personal therapy style. We don’t have a party line to sell, but rather encourage you to develop a style that works for you.
2. Gain experience in working with a diverse range of clients and client problems.
3. Develop skill in the use of a variety of therapy and assessment techniques.
4. Build up a specialty or two in such areas as group therapy, supervision, assessment, multicultural counseling, working with children, marriage and family therapy, gerontology, health psychology, etc.
5. Learn more about professional issues such as licensing, professional organizations, employment trends, etc. Certainly, you will want to be well informed regarding all licensing requirements in any state in which you may wish to practice. Some of these requirements can only be met before you graduate.

Although this list of “shoulds” may seem long, you have at least three to four years on campus plus your internship. But don’t delay. Start now and see just how much you can gain from this experience.

As a final point regarding planning, new students are reminded to consider some of the more mundane but essential realities of life. Your progress as a student in our program can be threatened or impaired by serious problems related to health, housing, transportation, finances, legal liability, family obligations and similar issues. Likely, some of these problems can be anticipated and avoided by careful planning, purchase of insurance or other procedures. We urge you to take all necessary steps to protect the very substantial investment you are making, the next four years of your life!
III. Program Philosophy

The Counseling Psychology program at Texas A&M is designed to train professional psychologists in the Scientist-Practitioner model, in accordance with APA-accreditation guidelines. As we define that model, students are expected to receive training that emphasizes the interchange between science and practice; that is, science is informed by practice, and practice is likewise informed by science. Unlike Psychology programs that adhere to a pure Science model (e.g., experimental, social, etc.), our program is designed to train students in the utilization of scientific methods, toward the ends of designing, implementing, and evaluating psychological interventions, as well as generating other forms of knowledge. Unlike practitioner programs that emphasize the acquisition of only clinical skills (e.g., Psy.D. programs), the TAMU program stresses the understanding, generation, and application of research findings, as well as the ability to remain committed to objective assessment while simultaneously offering sensitive and empathic professional intervention. The Scientist-Practitioner is expected to reflect the attitudes and competencies arising from the effective internalization and blending of both scientific and counseling approaches. There is a required four-year residency on the College Station campus for students entering post baccalaureate and three years for those entering post masters. Completion of this program normally requires five to six years of full-time study beyond the baccalaureate degree.

The training and evaluation of students reflect the expectation that students will acquire both research and clinical skills. Students will be evaluated both formally and informally in these domains. Further, they will be expected to demonstrate increasing professional understanding of the interface of Science and Practice as they progress through the program. This understanding of the interfacing values of Science-Practice is expected to be manifested in a degree of professionalism that will be apparent in their interactions with clients, peers, supervisors, and the community at large. The academic, clinical, and professional standards of conduct expected to be exhibited during the program and in future employment will be emphasized and evaluated by the program faculty. Therefore, to progress toward internship, graduation, and eventual licensure, students must demonstrate acceptable skills in the two related areas of science and practice, as well as reflect the personal/professional maturity acquired through the internalization of scientific and clinical values. To aid the faculty in evaluating students’ progress, students will maintain and submit periodically a portfolio of their work. Such a portfolio might include such items as research proposals, articles submitted for publication, time sheets and ratings from field practica, seminars, and lectures attended or given, papers presented and other formal and informal items.

Professionalism, as defined by this program, includes, but is not limited to professional attention to client needs, promptness in report and case note writing, consistent attendance in
classes, openness to supervision, ethical and legal personal and professional behavior, acceptance of responsibility for decisions and the ensuing consequences, a commitment to viewing one’s own and others’ biases with objectivity, and approaching one’s academic and personal needs proactively rather than reactively. Of particular importance to the faculty is that students be open to and appreciative of diversity. Expectations for students exceed the mere avoidance of discriminatory behavior. Rather, students are expected, in line with APA and Division 17 Ethical Guidelines, to be informed about and affirming of religious, cultural, and ethnic differences, gender differences, and differences in physical abilities and sexual orientation. It is expected that students will take responsibility for personal introspection and self-education, and if necessary, interpersonal conflict resolution, in order to foster an atmosphere of tolerance, harmony, and affirmation among colleagues and with clients. If, after careful and mature deliberation, a student feels that another student has an impairment that interferes with performance in one of the three evaluated areas, his or her concern should be brought to the attention of the Director of Training. Please see Appendix K for more on impairment.

Informal feedback on these academic, clinical, and professional dimensions will be offered students by professors and supervisors. In addition, during the student’s formal second-year evaluation, a thorough evaluation of each of these areas will be conducted, and written feedback will be provided by the program faculty. (See Appendix J for examples of rating forms used.) Should another process become necessary, verbal and written feedback will be given through a faculty committee comprised of the student’s advisor, the Director of Training, and other professional/faculty as needed.

In accordance with the program’s long-term commitment to training professional leaders in the field of Counseling Psychology, students must receive favorable evaluations in all three areas (Academics, Clinical, Professional) to be endorsed for internship. If after receiving formal feedback, students who continue to receive negative evaluations may be asked to delay internship application, obtain a psychological evaluation and/or counseling, extend their academic training, be dismissed from the program, and/or take other action deemed appropriate by the faculty. As noted in the TAMU Graduate Catalog, Department of Educational Psychology: “Preparation as a professional in the areas of emphasis offered in the department requires attention to personal characteristics of the individual and his or her socialization into the profession as well as to successful completion of academic course work. In particular, students should exhibit an orientation toward fostering human development and possess characteristics conducive to helping relationships.”
IV. Faculty

There are 38 faculty members in the Department of Educational Psychology, nearly one-half of whom are female. There are six faculty members associated with the Counseling Psychology program. In addition, the program derives strength from the Department of Psychology faculty with whom students may study. Faculty with names in boldface print are members of the Counseling Psychology program.

<table>
<thead>
<tr>
<th>Departmental Faculty</th>
<th>Professional and Research Interests</th>
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<tbody>
<tr>
<td>Michael J. Ash, Ph.D.</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>School Psychology</td>
</tr>
<tr>
<td>(1974)</td>
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<tr>
<td>Michael R. Benz, Ph.D.</td>
<td>Special Education</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>Transition</td>
</tr>
<tr>
<td>(1983)</td>
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</tr>
<tr>
<td>Department Head</td>
<td></td>
</tr>
<tr>
<td>Daniel F. Brossart, Ph.D.</td>
<td>Psychological Intervention Research</td>
</tr>
<tr>
<td>University of Missouri – Columbia</td>
<td>Process and Outcome Research</td>
</tr>
<tr>
<td>(1996)</td>
<td>Individual and Group Psychotherapy</td>
</tr>
<tr>
<td></td>
<td>Statistics and Research Methodology</td>
</tr>
<tr>
<td>Kimberly J. Callicott, Ph.D.</td>
<td>Special Education</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>Teacher Preparation</td>
</tr>
<tr>
<td>(2000)</td>
<td>Mentoring</td>
</tr>
<tr>
<td>Linda G. Castillo, Ph.D.</td>
<td>Acculturation &amp; Bicultural Issues</td>
</tr>
<tr>
<td>University of Utah – Salt Lake City</td>
<td>Multicultural Training</td>
</tr>
<tr>
<td>(1999)</td>
<td>Racial Prejudice</td>
</tr>
<tr>
<td></td>
<td>Mexican American K-16 Education Issues</td>
</tr>
<tr>
<td>Lauren Cifuentes, Ph.D.</td>
<td>Instructional design for: Technology Integration in the classroom</td>
</tr>
<tr>
<td>University of North Carolina, Chapel Hill</td>
<td>Effective Visual Communication</td>
</tr>
<tr>
<td>(1991)</td>
<td></td>
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<tr>
<td>Donna S. Davenport, Ph.D.</td>
<td>Gender Issues</td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>Multicultural Issues</td>
</tr>
<tr>
<td>(1978)</td>
<td>Bereavement/Dying Issues</td>
</tr>
<tr>
<td></td>
<td>Religion and Psychotherapy</td>
</tr>
<tr>
<td>Amanda Jenson Doss, Ph.D.</td>
<td>Child Mental Health Services</td>
</tr>
<tr>
<td>University of California - LA</td>
<td>Diagnostic Comorbidity</td>
</tr>
<tr>
<td>(2004)</td>
<td>Dissemination of empirically supported treatments for children</td>
</tr>
<tr>
<td>Michael Duffy, Ph.D., ABPP</td>
<td>Supervision of Psychotherapy</td>
</tr>
</tbody>
</table>
University of Texas at Austin  
(1977)  

Family Systems  
Geropsychology  
Environmental Psychology

**Timothy Elliott, Ph.D., ABPP**  
University of Missouri-Columbia  
1987

Rehabilitation issues and counseling  
Health Psychology

Connie Fournier, Ph.D.  
University of Texas at Austin  
(1987)

Special Populations  
Children with Chronic Illnesses  
Children with ADHD  
Inclusion Issues

Jorge Gonzalez, Ph.D.  
University of Nebraska – Lincoln  
(2001)

School Psychology  
Migrant Children  
Early Literacy

Ernest T. Goetz, Ph.D.  
University of Illinois  
1977

Text Comprehension & Memory  
Learning & Study Strategies  
Cognition & Instruction

Glenda L. Griffin, Ph.D.  
Texas A&M University  
1997

Gifted and Talented Education  
Mentoring Relationships  
Gender Equity in Education

Robert Hall, Ph.D.  
University of California at Los Angeles  
1977

Information Processing  
Learning Disabilities  
Research Methods & Statistics  
Study of Individual Differences

Jan N. Hughes, Ph.D.  
University of Texas at Austin

School Psychology  
Child Therapy  
Child & Adolescent Assessment

Joyce Juntune, Ph.D.  
Texas A&M University  
1977

Gifted and Talented Education  
Classroom Instruction  
Organizational Change

Stephanie Knight, Ed.D.  
University of Houston  
1980

Teaching Strategies  
At-Risk Populations

Rafael Lara-Alecio, Ph.D.  
University of Utah – Salt Lake City  
1991

Bilingual Education  
Hispanic Parental Involvement  
International Bilingual Education

Patricia S. Lynch, Ph.D.  
Texas A&M University

Special Education  
Vocational Special Needs
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>University</th>
<th>Specialization</th>
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</thead>
<tbody>
<tr>
<td>1992</td>
<td>James F. McNamara, Ph.D.</td>
<td>Pennsylvania State University</td>
<td>Teacher Training</td>
</tr>
<tr>
<td></td>
<td>Patricia Morales, Ph.D.</td>
<td>TAMU-Kingsville</td>
<td>Application of Linguistic Inferences</td>
</tr>
<tr>
<td></td>
<td>William R. Nash, Ph.D.</td>
<td>University of Georgia</td>
<td>Creative Thinking Abilities</td>
</tr>
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<td></td>
<td>Douglas Palmer, Ph.D.</td>
<td>University of California at LA</td>
<td>Special Education</td>
</tr>
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<td></td>
<td>Richard I. Parker, Ph.D.</td>
<td>University of Oregon</td>
<td>Classroom Consultation</td>
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<td></td>
<td>Susan Pederson, Ph.D.</td>
<td>The University of Texas-Austin</td>
<td>Educational Technology</td>
</tr>
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<td></td>
<td>Sharolyn D. Pollard-Durodola, Ed.D.</td>
<td>University of Houston</td>
<td>Early Literacy (Spanish &amp; English)</td>
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<tr>
<td></td>
<td>William A. Rae, Ph.D.</td>
<td>University of Texas-Austin</td>
<td>Professional Ethics</td>
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<td></td>
<td>Cecil R. Reynolds, Ph.D.</td>
<td>University of Georgia</td>
<td>School Psychology</td>
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<tr>
<td></td>
<td>Cynthia Riccio, Ph.D.</td>
<td>University of Georgia</td>
<td>Language Impairment</td>
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<td></td>
<td>Deborah Simmons, Ph.D.</td>
<td>Purdue University</td>
<td>Early Intervention and Prevention of Reading</td>
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<th>Year</th>
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Laura Stough, Ph.D.
University of Texas-Austin
1993

Effective Instruction
Behavior Management
Moderate/Severe Disabilities
International Education

Bruce Thompson, Ed.D.
University of Houston
1976

Measurement
Multivariate Statistics
Research Design

Victor L. Willson, Ph.D.
University of Colorado
1973

Research & Measurement
Cognitive Psychology
Gifted & Talented Education

Ronald Zellner, Ph.D.
Arizona State University
1973

Computer Applications in Education
Distance Education
Automated Data Collection
V. Academic Advisor

The student services office is located in Room 704 EDCT, just inside the main office of the Department of Educational Psychology. This office is staffed by the Director of Advising and the Academic Advisor I who handles the application process for the department.

The following help is provided:

1. Applications and advising for EPSY programs.
2. Registration.
   a. Information
   b. Drop/Add forms
   c. Q-drop
   d. In-absentia registration and information
3. Deadlines.
   a. Written and Oral Preliminary Examinations
   b. Dissertations and theses
   c. Graduation
5. Grade sheets for teaching assistants and faculty.
7. Grade changes (through instructors).
8. Variable credit course sign-up (i.e. 485,685, 683, etc.)
9. Student Information Management System (SIMS):
   Current tracking of courses, enrollment, and student status.
10. Internship application services.
    a. Forms
    b. Letters of recommendation
    c. Evaluation reports
12. Record of addresses and phone numbers of current graduate students.
13. APA materials.
    a. Application forms for students
    b. APPIC Directory (listing of internship sites)
14. Applications for other professional organizations.
15. Dissertations.
    a. All EPSY dissertations are available for checkout.
    b. Computer access to dissertation topics, subtopics and research design.
16. Campus maps and community information.
VI. Program Planning

The maximum academic load for students on assistantship (or similarly employed) is 13 credit hours. Individuals who are not working can take more credit hours per semester. A maximum of 16 to 18 credit hours is suggested for those individuals. However, students are encouraged to take lower course loads when possible to enhance the learning process. Students on fellowship are required to take a minimum of 9 credit hours during the Fall and Spring terms. You are required to meet with your advisor (temporary or permanent) prior to registration each semester. To keep your advisor informed of your progress through the program, please complete the registration advising form and give it to your advisor each semester (Appendix M).

First Semester Fall Courses

Students and their temporary advisor should determine individual fall semester schedules. At least nine (9) semester hours should be included. In addition, new students attend required weekly orientation meetings (EPSY 682 – 1 hour) during their first semester. These orientation meetings are intended to help the student make a smooth transition into the program as well as to introduce students to the research interests of the faculty.

Elective courses should be selected in conference with the temporary advisor. Priority should be given to courses prerequisite to program requirements.

Additional Program Planning Suggestions

1. Each student is encouraged to develop an overall plan detailing the semester-by-semester sequence of courses to be taken. Flexibility is necessary, however, because some change in the pattern of course offerings is likely.
2. Prerequisite courses and core psychology courses that have not been taken previously should be scheduled early in the program.
3. The statistics, research, assessment, development, and diagnosis sequences should be completed before student’s last year of coursework.
4. Students are free to determine their own semester course load each semester as long as it is between 9 and 13 semester hours and includes at least 3 “solid” (3 credit hour) courses each semester.
5. During the first semester, students are required to join an EPSY faculty-led research team. Credit for research (683, 685, 690, 691) may be earned for this work. CPSY 690, Theory of Counseling Psychology Research, and the required practicum in research are aimed at insuring familiarity with research prior to the dissertation experience.
7. In addition to the program requirements, students are urged to consider the following electives:
   
   A. Practicum in Geropsychology
   B. Advanced Psychotherapeutic Skills
   C. Practicum in Family Therapy
   D. Dying and Bereavement Issues in Psychotherapy
**Required Course Sequencing**

Note: Every semester you must be involved in a research group headed by a faculty member.

An Undergraduate (upper level) course in statistics is required prior to beginning the first semester. A grade of B or higher must be earned.

<table>
<thead>
<tr>
<th>1st Year  (Post Baccalaureate Students begin with this schedule.)</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
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<tr>
<td>Required = <strong>Bold</strong></td>
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<tr>
<td>CPSY 631 Techniques in Counseling</td>
<td>CPSY 639 Master’s Practicum</td>
<td>CPSY 683 Field Practicum (usually both summer sessions - 10wks total)</td>
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<tr>
<td>CPSY 630 Foundations of Counseling</td>
<td>CPSY 633 Intro to Group Process</td>
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<tr>
<td>EPSY 682 Seminar for New Students</td>
<td>CPSY 632 Career Counseling</td>
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<tr>
<td>Other recommended courses to choose from for desired number of hours</td>
<td>Other recommended courses to choose from for desired number of hours</td>
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<tr>
<td>EPSY 435 Ed. Stats. OR STAT 651 Statistics in Research I if no previous stat courses</td>
<td>EPSY 640 Experimental Design in Ed. I</td>
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<td>EPSY 673 Learning Theories</td>
<td>EPSY 673 Learning Theories</td>
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<td></td>
<td>EPSY 636 Techniques of Research (also offered in summer usually)</td>
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<tr>
<td>EPSY 646 Issues in Child &amp; Adolescent Development OR EPSY 647 Adult Development &amp; Aging</td>
<td>EPSY 676 Family Therapy</td>
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<tr>
<th>2nd Year (Post Masters students begin at this point.)</th>
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<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
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<tr>
<td>CPSY 639 Practicum I</td>
<td>CPSY 664 Practicum II</td>
<td>CPSY 683 Field Practicum</td>
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<tr>
<td>EPSY 682 Seminar for New Students</td>
<td></td>
<td>CPSY 626 Psychopathology</td>
</tr>
<tr>
<td>CPSY 672 Theories of Counseling &amp; Psychotherapy</td>
<td>CPSY 690 Research in CPSY</td>
<td>EPSY 640 Experimental Design I</td>
</tr>
<tr>
<td>SPSY 612 Intelligence Assessment</td>
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<td>Other recommended courses to choose from</td>
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for desired number of hours

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<th>Course</th>
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<tr>
<td>EPSY 673 Learning Theories</td>
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<tr>
<td>EPSY 646 Issues in Child &amp; Adolescent Development OR →</td>
<td>EPSY 647 Adult Development &amp; Aging</td>
<td></td>
<td></td>
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<tr>
<td>CPSY 678 Couples Thrpy OR →</td>
<td>CPSY 676 Family Therapy</td>
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<tr>
<td>CPSY 679 Multicultural Counseling</td>
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<tr>
<td>EPSY 640 Experimental Design in Ed. I</td>
<td>EPSY 641 Experimental Design in Ed. II</td>
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<td>EPSY 641 Experimental Design in Ed. II</td>
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**3rd Year**

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<th>Course</th>
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<th>Summer</th>
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<td>EPSY 627 Personality Assessment</td>
<td>CPSY 683 Assessment Practicum</td>
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<tr>
<td>EPSY 641 Experimental Design II</td>
<td>CPSY 688 Research Proposal Development</td>
<td>CPSY 634 Group Counseling</td>
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**4th Year**

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<tbody>
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<td>CPSY 666 Supervision Practicum</td>
<td>CPSY 691</td>
<td>EPSY 621 Neuropsychology</td>
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<tr>
<td>EPSY 682 Internship Seminar</td>
<td>PSYC 603 Motivation and Cognition</td>
<td>CPSY 691 Research</td>
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<td>PSYC 619 History &amp; Systems</td>
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<td>PSYC 620 Social Psychology</td>
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<tr>
<td>CPSY 691 Research</td>
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The above table lists the required classes in bold that must be taken when indicated. Other courses may be taken as their schedule allows. Please keep in mind that all programs at TAMU have a limited ability to modify course offerings including time and days offered. The above table is subject to change.
Degree Program Plan

Appendix A is the current Degree Program Plan for the Ph.D. in Counseling Psychology. All course requirements are listed. This form serves as a guideline for developing the degree plan required by the Office of Graduate Studies.

During the first semester the student completes this form, showing any courses he or she has taken prior to admission to Texas A&M University, and is requesting in lieu of A&M courses (See Appendix). The form is then discussed with the student’s temporary advisor and submitted to the Counseling Psychology faculty committee for approval, along with justification/support (e.g., course syllabi, etc.).

Proficiency Tracks

Students may choose to gain proficiency in one or more areas. This information can appear on the TAMU transcript, if students request it from the proficiency coordinator. Please see Appendix B for more information.

Official University Degree Plan

Once the degree program plan has been accepted by faculty, approved courses are then listed on the Official University Degree Plan. The Degree Program Plan is available on the Office of Graduate Studies web site. Information about completing it can be obtained from the Academic Advisor in Room 704. The Official University degree plan also includes the student’s Advisory Committee with members’ signatures. While both chair and committee members can later be changed, the Official University degree plan requires a constituted Advisory Committee at the time of filing.

Once the Official University degree plan has been approved and filed, any subsequent changes in courses or committee may be made by filing a “petition” which outlines the changes with supporting reasons and is submitted to the Office of Graduate Studies. These forms can be obtained from the Academic Advisor or from the Office of Graduate Studies.

Academic Probation

Students are placed on probation by the program if they receive a C, D, F, or U. Students are required to inform their advisors if they receive such a grade. If a student receives less than a B in a class on the degree plan, it will have to be retaken. Students may not leave for internship with unfinished coursework. If probation is not rectified by the specified time period (usually one year maximum), the student will be terminated from the program. Any student receiving two or more grades of a C, D, F, or U will be terminated from the program.
VII. Advising and Advisors

A. Temporary Advisor's Role

Upon admission to the Counseling Psychology program, each Ph.D. student is assigned a temporary chair by the program faculty. The role of the advisor is to assist students in interpreting university, departmental, and program regulations and requirements. Please consult with temporary (or permanent) advisors prior to registering for the first semester of classes and each semester throughout the program.

Individual faculty may differ somewhat in their interpretations of the advising role. For example, faculty may differ in the demands of their schedules. Faculty and students also vary in their interpretations of mentoring roles. To some extent, mentoring relationships evolve over time and occur partly as a function of the personalities and the interests of given students and faculty. Thus, it is conceivable that the temporary advisor may not be the best match for a given student.

B. Role of Student's Chair and Committee

A Counseling Psychology faculty member must be the chair or one of the co-chairs of your committee. When faculty are approached about serving as permanent chairs, some faculty ask the student to indicate why the student thinks a particular relationship is a good match. Persons considering service as permanent chair also may explore with students their thinking about other members of the Advisory Committee. A faculty member who is considering service as permanent chair may want to see that a given committee is agreeable to both the student and the faculty member as regards both the corpus of expertise the committee brings to a particular research topic and the compatibility of the committee. These discussions should be handled by both the student and the advisor in a direct but sensitive manner.

The chair of the student’s committee and the student will select the remainder of the Advisory Committee. The student’s Advisory Committee will consist of not fewer than four members of the graduate faculty of the student’s field of study and research; one of the members must be from a department other than the student’s major department. Generally, Counseling Psychology students have Advisory Committees consisting of two members of the CPSY faculty, one additional EPSY faculty member and a Psychology Department faculty member. Occasionally, a student will choose a chair from outside the Counseling Psychology faculty, usually because of mutual research interests. In this case only one Counseling Psychology faculty member is required; this person be a co-chair and will be responsible for guiding the student’s academic program in Counseling Psychology. Also, faculty from other departments can serve as co-chairs, based again on mutual research interests.
The student’s Advisory Committee has the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. The chair of the Advisory Committee, who usually has immediate supervision of the student’s research and dissertation, has the responsibility for calling required meetings of the Advisory Committee and for calling meetings at any other time considered desirable. The duties of the Advisory Committee include responsibility for the degree program, research proposal, the preliminary examination (written and oral), the dissertation and the final examination. In addition, the Advisory Committee as a group and as individual members are responsible for counseling the student on academic matters, and, in the case of academic deficiency, making recommendations to the Office of Graduate Studies.

Exceptions to program guidelines can be made only by the Counseling Psychology faculty committee.

C. Student Grievance Process

In addition to the grievance procedures established by the University, the Department of Educational Psychology has developed the following process. It is known as the Student Advocate Office and is described as follows:

During the Fall 1987 semester, a Student Advocate Office within the EPSY department was established. An EPSY faculty member selected by the Department Head assumes the Student Advocate position. The current Student Advocate is Dr. Michael Ash. Graduate and Undergraduate Grievance Advisory Committees have been established. Each committee is made up of one faculty member and two students. The purpose of these committees is threefold.

1) To advise the Student Advocate concerning policy and issues related to faculty/student relations in EPSY,
2) To forward possible student concerns to the Student Advocate, and
3) To aid in the resolution of student concerns when requested by the Student Advocate.

The following policies were derived by the Student Advocate in consultation with EPSY faculty, students and the department head.

Pre-condition to Student's Initiation of the Grievance Process:

Students are encouraged to meet with and attempt to resolve problems with the faculty member. If a student has met with the faculty member and the problem has not been resolved, he or she should contact the Student Advocate or a member of the Grievance Advisory Committee.

OR:
If students do not choose to meet with the faculty due to the nature of the problem or the faculty member, they also may directly contact the Student Advocate or a member of the Grievance Advisory Committee and initiate the grievance process.

**Overview of Grievance Process**

A student who has a faculty-student concern and who has addressed the preconditions for initiation of the grievance process is encouraged to meet with the Student Advocate. However, a student may choose to meet first with other EPSY faculty member(s).

Depending upon the nature of the student’s concern, the Student Advocate may consult with the identified faculty member, the program coordinator or the department head. At the discretion of the department head, the student’s concern may be communicated to the College Of Education and Human Development (CEHD) Dean’s office. When there is a discussion of a particular faculty-student concern, maintaining anonymity of the student may not be possible. However, confidentiality of information, as outlined in American Psychology Association ethical principles, will be maintained.

**Resolution of Student Concerns:**

Resolution of a student’s concern may occur as a result of:

1) Student’s dialogue with the faculty member, a Grievance Advisory Committee member or the Student Advocate.

2) Student Advocate’s consultation with the Grievance Advisory Committee and/or discussions with the faculty member.

3) Student Advocate’s discussion of the student’s concern with the program coordinator or the department head. As a result of these discussions, the Student Advocate and/or the department head may confer with the faculty member.

4) Pending the outcome of the above mentioned 3), or the nature of the student’s concern, the department head and/or student may enter into discussion with the COE Dean’s office and appropriate University committees and administrators.

**D. Yearly Evaluations**

Each year there is a review of every student's progress in academic, clinical and professional areas. (please see Appendix J). Every year students will be asked to provide evidence of progress in the program. Example areas of evaluation follow:
1. Qualifying examination passed by **May of the first year** (GRE Psychology advanced exam score of at least 550 or passes (60%) Texas psychology licensure written exam). If a student does not pass the Advanced GRE by May, he/she must take an introduction to psychology course and an additional psychology course (as determined by the student’s advisor) by the end of the summer of their first year, as specified by the temporary advisor with consultation with the CPSY faculty. The student must make a B or higher in each of the classes.

2. Student's permanent advisor has been chosen by student; student has notified temporary advisor of the choice; permanent advisor has agreed to serve.

3. Student’s grades are in accord with program requirements.

4. Student is continually involved in research and has submitted evidence of increasing responsibility in research activity (e.g., professional paper has been presented at a state, regional, or national conference; article has been submitted to a journal).

5. Degree plan has been filed with the Office of Graduate Studies.

6. Preliminary examinations have been passed and report filed with the Office of Graduate Studies.

7. Proposal has been defended and filed with the Office of Graduate Studies.

8. Some additional areas of academic review include:
   -- Clinical Skills
   -- Writing ability
   -- Research ability
   -- Ability to make presentations
   -- Class attendance
   -- Ability to meet deadlines
   -- Ability to critique literature
   -- Interactions with classmates, staff, & faculty (constructive, respectful of individual differences, and promote academic dialogue)

E. **Summary of the Major Steps Required in Fulfilling the Doctoral Degree in Counseling Psychology**

**Task**

1) Meet with temporary advisor to plan courses for first semester.

2) Meet with temporary advisor to fill out the Degree Program Plan Form (see Appendix A) and begin request for course waivers.

3) Submit degree program plan to CPSY faculty.
4) Pass Qualifying Exam requirement.

5) Establish Advisory Committee and prepare degree program.

6) Apply for permission to seek internship.

7) Arrange and pass preliminary examination.

8) Acceptance by advisory committee proposal for dissertation.

9) Submit internship rankings.

10) Complete course work detailed on degree plan.

11) Successfully complete internship.


13) Student may request proficiency verification.

Above outline pertains to post-masters.
VIII. Practica

The provision of supervised experience in counseling and assessment is considered an integral part of the doctoral program in Counseling Psychology. Fifteen (15) credit hours of practicum experience are required. Every student will receive basic skills training as a generalist. Additional expertise will be chosen by the student in consultation with his/her advisor.

Some Counseling Psychology practica involve clients seen in Educational Psychology’s Counseling and Assessment Clinic (CAC). The CAC caseload includes college students as well as community referrals. The CAC is equipped for videotaping and/or live supervision of cases. Students in the practica are expected to be familiar with and follow the APA Ethical Principles (See Appendix F).

Other sites which have been available for practicum experience include Brazos Valley MHMR, TAMU Student Counseling Services (S.C.S.), Veterans Administration Medical Center – Waco and Houston, Federal Women’s Prison and Austin State Hospital. The practicum coordinator maintains an updated list of sites.

All practica beyond the first year must be approved by the practicum coordinator and your advisor. Only one field practicum may be supervised by a non-psychologist.

Practicum experience is offered by a variety of supervisors in several settings. The following is a summary of practica experiences offered in the program: (Note that approval should be obtained from the supervisor prior to registration for practica.)

All practicum activities must be recorded in a daily log sheet and transferred to a summary form at the end of the semester. This summary is signed by the field practicum instructor. The logs and the summary should be retained by the student for the internship application. Also signed summaries are submitted to the Student Services Office and are placed in the student’s file.

CPSY 639: Counseling Practicum I (Required)

Beginning practicum for all students. Post baccalaureate students take CPSY 639 twice, once in spring of their first year and then in fall of their second year. The course involves intensive supervision via videotape of work with clients seen in the department’s in-house clinic, the CAC. This is a prerequisite for field practica (CPSY 683) and for Practicum II (CPSY 664) for Ph.D. students.

CPSY 664: Counseling Practicum II (Required)

Beginning doctoral students extend their prior training through involvement in individual, marriage and family therapy depending on their needs for development as therapists. Emphasis is on short-term therapy and opportunity for work with one or two long-term cases if possible. Students are guided in diagnosis, in development of treatment plans and in case management.
Team supervision may involve case conferences, videotape reviews and critique of therapy skills, with live supervision encouraged as well. This work is conducted in the Counseling and Assessment Clinic. This practicum is required of all CPSY students.

**CPSY 666: Practicum in Counselor Supervision (Required)**

Provides advanced doctoral students with the opportunity to supervise beginning master’s students in the Counseling and Assessment Clinic. Supervisors are themselves supervised via videotape recording and are provided relevant reading and instruction in the developmental nature of the supervisory process.

**CPSY 677: Field Practicum in Clinical Geropsychology (Elective)**

Provides supervised experience in counseling patients in local nursing homes and a psychiatric hospital. Supervision is provided on site and in class through audio-recordings. Clinical work involves individual and group therapy, assessment of functional and organic disorders and case management.

**CPSY 683: Field Practicum in Counseling Psychology**

Sites and activities are varied. This general field practicum includes a variety of off-campus sites which must be arranged with the practicum coordinator several months in advance.

**CPSY 683: Assessment Practicum**

This course provides orientation to and practice in the use of a variety of assessment instruments in clinical settings. Interviewing, observation, and report writing are included along with instruction in the use of several clinical scales. The practicum is open to doctoral students in Educational Psychology and related fields. Graduate courses in standardized testing (EPSY 622, EPSY 623, etc.) are prerequisite. Activities will be individualized to students’ needs.

**CPSY 683: Family Practicum**

This practicum is in family therapy. Students work with families in the CAC supervised by videotape and live supervision.

**CPSY 683: Couples Practicum**

This practicum is in couples therapy. Students work with couples in the CAC supervised by videotape and live supervision.

Practica experience also may be gained with supervision by non-Counseling Psychology program faculty with prior approval. Most commonly, this involves supervision by School
Psychology faculty in areas such as child assessment, child psychotherapy, projective assessment and family counseling. Practica are also offered in the Psychology Department. Other sites and supervisors may be used with prior approval.

**IX. Research Information**

The Counseling Psychology faculty recognizes the fact that completing a polished dissertation is a tremendous undertaking for all students. The addition of course work in the area of research is a reflection of our commitment to aid the student in becoming a good researcher. Following are the dissertation guidelines for our students:

**Program Dissertation Guidelines**

1) Students are expected to adhere strictly to APA and TAMU ethical guidelines and procedures. It is the student’s responsibility to familiarize himself or herself with such guidelines and to be in compliance with them (e.g., IRB guidelines).

2) Students are expected to be thoroughly familiar with relevant literature, by means of having conducted an extensive literature review.

3) Research hypotheses/questions should be directly related to information available in the literature.

4) Students should understand and be able to justify the rationale for their research design and should be able to specify its limitations.

5) It is the student's responsibility to assure that any instruments developed and/or selected for the research are valid and reliable for the purposes of the study.

6) Students should understand and be able to justify their use of specific statistical procedures and/or qualitative analysis, and should be able to demonstrate that the underlying assumptions of those procedures were met.

7) The data that is analyzed should be current and relevant to the study of psychology.

8) The results of the statistical or qualitative analysis should be stated clearly and the conclusions reached should be justifiable and tied to the findings.
9) The limitations of the study, and the implications for future research, should be clearly delineated.

10) The dissertation is to be written in grammatical, standard English, following APA guidelines and appropriate literary style. (See Appendix H for policies regarding the dissertation.)

A. Research Experience

As a means of preparing students for the dissertation, as well as any research that may be of interest, the following experiences are especially important:

CPSY 690, Theory of Counseling Psychology Research:
This course insures familiarity with research prior to the dissertation experience.

CPSY 688, Seminar in Research Proposal Development.
This course helps students develop a dissertation proposal. In coordination with their advisors, students will present a brief research proposal at the end of the semester.

CPSY 683, Research Practicum
In this course, students work in research teams with faculty supervisors.

Participation on a research team is required from the first year until internship. The team will be led by a faculty member chosen by the student. A list of research teams will be provided by the training director early in the first semester. It is the student’s responsibility to approach the faculty member and request inclusion on the team. You may be on more than one team, but must make a commitment to at least one team. In your yearly evaluation you must show evidence of increasing responsibility in research.

B. Research Publication and Presentation

Students must submit a manuscript for publication prior to graduation. Before graduation it is also required that students must write and present an original paper at a state, regional or national psychological conference.

D. Research Involving Human Subjects

Anyone intending to do research with human subjects needs to be familiar with the policies regarding such research. ALL RESEARCH INVOLVING HUMAN SUBJECTS MUST BE
E. Departmental Dissertation Guidelines

See Appendix H

X. Internship Guidelines

The APA Guidelines and the Counseling Psychology program require that students complete a full-time, 12-month internship prior to receiving the Ph.D. Students should apply on appropriate forms for permission to seek an internship during the Fall semester of their last year (See Appendix G.). Program students have interned in a wide variety of settings, including public and private psychiatric hospitals, medical centers, VA hospitals, college counseling centers, MHMR programs and child guidance centers.

During the fall semester before their internship students must submit the appropriate forms to request faculty permission to seek an internship, along with an updated portfolio. To be approved by the faculty for internship, all of the following conditions must be met:

1) Students must be in good academic standing as defined by the program.
2) Students must meet program standards for professional growth, personal growth, growth as a scientist and growth as a practitioner.

The request to apply for internship does not insure faculty approval. If approval is received, students may then begin the process of submitting material to internship sites.

Prior to submitting the APPIC internship ranking, students must pass their qualifying preliminary exams and successfully defend their dissertation proposal. Students who fail to meet criteria will be prohibited from submitting APPIC rankings. Students may reapply the following year under the same guidelines.

Students are required to apply to APA-accredited internship sites. Non-APA internships may be approved by Counseling Psychology faculty only under extenuating circumstances and if the following requirements are met by the proposed site:

1) Must have more than one psychologist in a direct supervisory role.
2) Must provide a variety of training activities.
3) Setting must have an organized program for internship training.
The primary reference sources for internship sites are the internship’s web site, the APPIC web site, and the APPIC Directory of Internship Programs. The internship seminar (EPSY 682) is designed to help prepare for the process is also required.

For an overview of the APPIC, see the following web site:

www.appic.org
XI. Student Organizations

A. Educational Psychology Student Organization (EPSO)

All graduate students in the Department of Educational Psychology are eligible for membership in EPSO. The objectives of EPSO are to foster intellectual and social interactions among students and faculty as well as to provide an opportunity for students' families to interact with each other. In past years EPSO has sponsored a series of workshops and seminars, trips to conferences, several faculty-student socials and numerous student parties. EPSO members have also been active in campus intramural sports.

EPSO dues are $15 per year. Money earned through dues and fundraisers support approximately 9 social functions for all graduate students and faculty in educational psychology. More importantly, money may be available to help students defray costs of attending conferences.

Additionally, through EPSO students elect member representatives to faculty committees and meetings. This year’s CPSY student representative is Alisa VanLandingham.

B. American Psychological Association (APA)

Student affiliate membership in APA is available for nominal cost. Many students take advantage of this opportunity. Student affiliates receive the Monitor and may receive the American Psychologist at reduced cost. Personal liability insurance at reasonable costs is also available through this organization.

Additionally students should consider joining APAGS which represents student interest in the various APA governing bodies.

C. Texas Psychological Association (TPA)

Many students are members and/or participate in TPA. TPA membership provides subscription to the online Texas Psychologist. TPA holds an annual convention and other meetings during the year and provides a venue for student presentations.

D. Southwestern Psychological Association (SWPA)

This regional association tends to be research oriented and is a convenient forum for presenting research efforts. Many students have been successful in having presentations accepted by SWPA.

E. American Counseling Association (ACA)

A number of students are members of and have presented at ACA. Their journal and conferences accept both conceptual and research oriented material.

F. American Educational Research Association (AERA)

Many students have also had presentations accepted at AERA and SERA. Both organizations accept research-oriented material on counseling issues.
XII. Facilities and Services

A. Departmental Facilities

The Department of Educational Psychology is housed on the seventh floor and parts of the first and sixth floor of the Harrington Education Center Tower (EDCT). The Educational Research and Evaluation Laboratory (EREL) is found on the seventh floor. This facility is designed to assist faculty and students in research design, statistics, and computer operations. In addition to expert consultation, computer terminals and word processing capabilities are readily available. The Counseling and Assessment Clinic (CAC) which is part of the department is located in two areas. Counseling services are provided in the Family Health Clinic location (on Texas Avenue in Bryan). Psychological assessments are done in the clinic location on the first floor of Harrington Tower. The CAC offers counseling services on a sliding scale to the local community. Equipped with one-way mirrors and video taping equipment, this clinic provides an excellent setting, as well as a wide array of clients, for practicum training in the program. An extensive test file affords students the opportunity to become acquainted with a wide variety of testing materials.

B. Financial Assistance

The Department of Educational Psychology annually provides assistance for 20+ Ph.D. students through appointments to graduate assistant teaching, graduate assistant non-teaching and lecturer positions. Additionally, a number of students are able to locate assistantships in other departments and agencies on campus. Other financial assistance is available through the Department of Student Financial Aid, located on the second floor of the Pavilion.

Financial aid programs for graduate students include the Robert T. Stafford Loan (formerly the Guaranteed Student Loan), the Perkins Loan (similar to the GSL), the Hinson-Hazelwood Loan, College Work Study, the Texas Public Education Grant and the State Student Incentive Grant. To be considered for all forms of aid available to graduate students, a student must file either the Financial Aid Form (FAF) or the Family Financial Statement (FFS).

Additional information about loans can be found at the following web site:

http://finance.tamu.edu/sfs/

D. TAMU Facilities

Sterling C. Evans Library. The University's principal research collections, numbering over 1,300,000 volumes and the 3,800,000 micro-forms, are housed in a centrally located facility providing seating for 4,470 readers. The library provides 572 lockers on the third through sixth floors that are available for assignment to graduate students. There are, in addition, 417 carrels
for use by faculty members and doctoral students engaged in research requiring extensive and constant use of library materials.

Many on-line services are available at Evans Library. See the following web site for more details:

http://library.tamu.edu/

E. Computing Services

The Computing Services Center (CSC) is a service facility dedicated to providing the best possible computation support promptly and at the lowest cost within the available resources. The center provides a centralized data processing facility for academic, research and administrative efforts of the University.

Students have access to the main frame computing system (students are assessed a fee for this service each semester). Computers are available for students in the Remote Computing Center (located downstairs behind the Sterling C. Evans Library), the Academic Computing Center (located in the Blocker Building), and the Teague Computing Center (located in the Teague Building). Assistance is available at each center for those students needing help.

F. University Student Services

The Division of Student Services is a cluster of administrative departments under the supervision of the Vice President for Student Services. It is designed to serve students at Texas A&M University and includes:

The Memorial Student Center (MSC) which combines a beautiful facility and a wide variety of services and programs intended to meet the cultural, social and recreational needs of the university community. This facility includes meeting rooms, printing center, the central ticket office, lounges, a cafeteria and snack bar, bookstore, a music listening room, bowling lanes and art galleries.

The MSC Council and Directorate is responsible for producing a wide variety of programs, ranging from ballet to leadership conferences, as well as for providing a laboratory for individual growth and development. All students are invited to become involved in MSC programs and to use the facilities and services of the MSC.

Office of the Students' Attorney, which offers legal advice and counseling to all students and recognized student organizations on a variety of matters including landlord/tenant problems, consumer protection, auto accident and domestic relations law.

Student Counseling Service (University Counseling Center), which provides limited duration counseling in the following areas: personal-social, crisis/emergency, marriage/couples, human sexuality, career and group counseling; a career, educational and personal growth
information library; test interpretations; and referral to other services. Confidentiality, to the limits provided for by law and judicial decisions, is maintained.

**Student Activities**, which assists approximately 680 student organizations with organizational development, funding and activities. This office also publishes calendars, handbooks and other publications of an informational nature for the university community.

**Student Affairs**, which is responsible for on-campus housing, off-campus programs, withdrawals, student life, orientation, discipline, and other areas of student concern.

**University Health Service (A.P. Beutel Health Center)**, which provides a modern clinic for outpatient services and beds for 44 inpatients. The facilities of the clinic include a modern laboratory and X-ray, physical therapy and diagnostic departments. The medical staff includes not only general practitioners, but also consulting specialists in general practice, surgery, orthopedics, urology, gynecology and psychiatry.

The University Health Center is closed during official University holidays. The outpatient clinic is open from 8:00 a.m. to 4:00 p.m., Monday through Friday. For illness requiring medical attention that occurs during hours the clinic is closed, the emergency room of this facility, located on the second floor, remains operable. The Health Center fee entitles the student to clinic visits as needed, most diagnostic examinations, care of illness or accidents, ten days of treatment(s) per semester for cases requiring hospitalization at the university, medications according to pharmacy policy (medications unavailable at the hospital must be purchased by the student), and X-rays and laboratory tests as indicated.

The University Health Center does not perform or provide care for major surgery. In these cases, the student selects the hospital and surgeon and assumes financial responsibility for surgical or medical procedures.

**Support Services for Students with Disabilities**, Texas A&M University does not discriminate on the basis of disability in admission or access to its programs. Otherwise qualified disabled students are offered a variety of forms of assistance through the Office of Support Services for Students with Disabilities located in Koldus, 845-1637. The office, a component of the Department of Student Affairs, coordinates accommodations that may be needed in academic areas or residence life to permit students with disabilities to successfully pursue a college education. The office also works closely with the Texas Rehabilitation Commission (TRC) to assist students with disabilities.

**G. Career Planning and Placement Center**

The University feels a definite responsibility to provide all possible assistance to its graduates in pursuing suitable professional career opportunities. The Career Planning and Placement Center is responsible for all placement services in all departments and divisions of the University. It provides a comprehensive on-campus recruiting/interviewing program as well as
individual and group counseling services to insure that Texas A&M University graduates are well informed, prepared for the job search and availed of every opportunity to choose from professional alternatives.

The use of the services provided by the Career Planning and Placement Center is limited to students and alumni of Texas A&M University. Seniors and graduate students who wish to use these services should file a record of their qualifications with the Center early in the year during which their university work will be completed. The Center is located on the second floor of the Koldus Building.

H. Recreational Facilities

Recreational Sports  Texas A&M University is generally recognized as having one of the best all-around recreational sports programs in the country. Recreational Sports offers the Intramural Sports Program, Sport Club Program, TAMU Outdoors and informal recreational and fitness classes. Not only does it provide an opportunity for students to participate in a wide variety of sports activities, but it affords a splendid educational opportunity for the students serving as intramural officials and supervisors. Recreational Sports attempts to provide each student with the opportunity to participate in activities as regularly as his or her time and interests permit. These activities are organized on an individual basis as well as by team, thereby enabling all to participate. Through regular participation, it is hoped that the individual will develop an appreciation of the worthy use of leisure time and a wholesome attitude toward physical activity. For schedules and other information, contact the Recreational Sports Department located in the Read Building behind G. Rollie White Coliseum. Both Bryan and College Station Parks and Recreation Offices offer year-round recreational services including swimming, baseball, tennis and soccer. In order to book any of the parks for use, contact either city office.

I. Off Campus Center (OCC)

The OCC provides students with information on apartments and houses and maintains a roommate locator file. The OCC also provides information on resolving landlord and roommate difficulties and periodically conducts workshops to deal with these problem areas.

J. Multicultural Services Center

The Multicultural Services provides retention programs and services for ethnic minority students at Texas A&M, including seven recognized student organizations. The department's multicultural resources include video, audio, and printed material available for staff and student use; outreach programs to faculty and students on cultural diversity and racism in higher education; and Aggie Culture, a monthly newsletter promoting multicultural issues, programs and events. Scholarship/fellowship information, extracurricular and academic counseling, a career
development institute, and racial and cultural sensitivity and awareness seminars also are offered by the department. The department also aids the University in its efforts to promote cultural pluralism in academics and extracurricular activities 845-4551.
APPENDICES
APPENDIX A: DEGREE PROGRAM PLAN FORM
Directions: Place a check mark in the front of courses to be taken at TAMU. Cohort classes may not be substituted. For substitutions of courses taken elsewhere, enter the name(s) of the other universities in which course work was done at the top of the form (1, 2, & 3). For each course substitution enter the appropriate university number, the departmental prefix (e.g. PSYC), the course number (e.g. 612) and a brief title. Attach copies of the catalog descriptions of courses to be substituted, syllabi, etc. All substitutions must be graduate or upper level courses completed after the bachelor’s degree.

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<th>Other Universities</th>
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I. Psychology Core (40)

1. History & Systems (3)
   - PSYC 619 History & Systems

2. Biological Bases of Behavior (3) *(one of the following)*
   - PSYC 609 Psychophysiology
   - VAPH 606 Neuroanatomical Systems in Laboratory Animals
   - EPSY 621 Clinical Neuropsychology
   - EPSY 618 Neuro/Genetic Disorders

3. Cognitive/Affective Bases of Behavior (3) *(one of the following)*
   - PSYC 603 Motivation & Cognitive Processes
   - EPSY 673 Learning Theory
   - EPSY 690 Theory of Motivation

4. Social Bases of Behavior (3) *(one of the following)*
   - PSYC 620 Theories of Social Psychology

5. Individual Behavior (6)
   - CPSY 626 Psychopathology
     *and one of the following:*
     - EPSY 646 Child & Adolescent Development
     - EPSY 647 Adult Development and Aging

6. Measurement (6)
   - EPSY 622 Measurement and Evaluation
   - EPSY 625 Advanced Behavioral Measurement
7. Statistics and Research Design (9)

____ EPSY 636 Techniques of research *(required)*

____ EPSY 435 Ed. Stats.

   OR STAT 651 Statistics in Research I *(recommended if no previous stat courses)*

____ EPSY 640 Experimental Design in Ed. I *(required)*

____ EPSY 641 Experimental Design in Ed. II *(required)*

____ EPSY 630 Single-Case Research

____ EPSY 642 Meta-Analysis of Behav. Res.

____ EPSY 641 Applied Multivariate Methods

____ EPSY 690 Thry of Logistical Regression

____ EPSY 690 Thry of Structural Equation Modeling

____ EPSY 690 Thry of Multi Level Modeling

____ SOCI 624 Qualitative Methodology

8. Research (10)

____ CPSY 683A Research Practicum (1)

____ EPSY 636 Techniques of Research

____ CPSY 690 Theory of CPSY Research *(required cohort class-Spring, 2nd year post BA)*

____ CPSY 688 Research Proposal Development *(required cohort class-Spring, 3rd year post BA)*

II. Counseling Psychology (36)

1. Professional Orientation (2)

____ EPSY 682 Seminar for New Students *(required cohort class- Fall, new students)*

____ EPSY 682 Internship Seminar *(required cohort class – Fall, 4th year post BA)*

2. Diagnosis & Assessment (6)

____ SPSY 612 Individual Assessment of Children’s Intelligence *(required cohort class – Spring 2nd year post-BA)*

____ EPSY 627 Structured Personality Assessment *(required cohort class – Fall 3rd year post-BA)*

____ EPSY 628 The Rorschach Technique w Ch. & Adol.

3. Career (3)

____ CPSY 632 Career Counseling
4. Intervention Techniques (24)

A. Individual (6)
   ____ CPSY 631 Techniques of Counseling
   ____ CPSY 672 Theories of Counseling and Psychotherapy
       *(required cohort class-Fall, 1st year)*

B. Group (6)
   ____ CPSY 633 Introduction to Group Process
   ____ CPSY 634 Group Counseling & Psychotherapy
       *Offered in the Spring every odd year (Spring 07 next offering)*

C. Family Therapy (3) *(one of the following)*
   ____ CPSY 676 Family Counseling & Psychotherapy
   ____ CPSY 678 Couples Therapy or
       ____ PSYC 678 Couples Therapy

D. Multicultural Counseling (3)
   ____ CPSY 679 Multicultural Counseling

E. Other Interventions (3)
   ____ CPSY 683 Process Practicum
       *(required 2nd summer – post BA)*
   ____ PSYC 612 Behavior Modification
   ____ CPSY 689 Special topics in
       Gender Issues in Psychotherapy
   ____ CPSY 689 Special topics in
       Advanced Psychotherapeutic Skills
   ____ SPSY 638 Systems Consultation
   ____ Other

III. Counseling Experience (29)

1. Counseling Practica (12)
   ____ CPSY 639 Counseling Practica I (Master’s level)
   ____ CPSY 639 Counseling Practica I
   ____ CPSY 664 Counseling Practica II
   ____ CPSY 683 Field Practicum (Master’s level)

2. Advanced Practica (9) *(three of the following)*
   ____ CPSY 666 Practicum in Counselor Supervision
       *(required cohort class – 4th year post-BA)*
   ____ CPSY 677 Practicum in Clinical Geropsychology
   ____ CPSY 683 Field Practicum in CPSY
   ____ Field Practicum in CPSY (general)
       ____ Couple Therapy
       ____ Family Therapy
3. Assessment Practicum (3)

____ CPSY 683 Practicum in Assessment

(required cohort class – Spring 3rd year post-BA)

4. Internship (8)

____ CPSY 684 Professional Internship

Research (12)

____ CPSY 691 Dissertation Research (12)

Note: Students must provide a signed statement each semester of research involvement.
APPENDIX B: PROFICIENCY TRACKS
Proficiency Tracks

Proficiency Tracks are designed for Counseling Psychology Students who want to focus on a selected interest area. A minimum of twelve course credits in a single track is required for proficiency. Students focusing on a particular area should also give consideration to a) selecting an internship that provides opportunities for the practice of the proficiency area and b) conducting their dissertation research on a relevant topic relevant to the specialty area, although this is not a requirement. If you desire this option, be sure to let the proficiency coordinator and your advisor know of your plans.

Marriage and Family Therapy
(This tract requires a minimum of 15 course credits)
*CPSY 676 Family Therapy
*CPSY 678 Marital Therapy or PSYC 678
*CPSY 683 Field Practicum in MFT or SPSY 683
CPSY 685 Problems

Psychotherapeutic Process - Donna Davenport, Ph.D. - Coordinator
CPSY 683 Field Practicum - Student Counseling Service
CPSY 683 Practicum in Counseling Older Adults
CPSY 671 Dying and Bereavement Issues in Psychotherapy
*CPSY 689 Advanced Psychotherapeutic Skills

Clinical Gerontology - Michael Duffy, Ph.D. - Coordinator
*CPSY 677 Practicum in Clinical Geropsychology
**CPSY 683 Field practicum in Geropsychology
*CPSY 671 Dying and Bereavement Issues
*EPSY 647 Adult Development
CPSY 684 Geropsychology Rotation
*CPSY 691 Dissertation (focus on geropsychology field as approved by coordinator)

Multicultural Counseling – Linda Castillo, PhD - Coordinator
*CPSY 679 Multicultural Counseling (No substitutions)
*CPSY 683 Field Practicum (50 contact hours with racial/ethnic minority clients)
*SPSY 657 Bilingual Psychoeducational Assessment
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<th>Title</th>
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<tr>
<td>CPSY 691</td>
<td>Dissertation (focus on multicultural field as approved by coordinator)</td>
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<tr>
<td>SOCI 667</td>
<td>Seminar in Race and Ethnic Relations</td>
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<tr>
<td>SPSY 629</td>
<td>Psychosocial Variables in the Education of Minority Children</td>
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<tr>
<td>EDCI 650</td>
<td>The Bilingual Multicultural Young Child in Family &amp; Culture</td>
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*This course is required within the proficiency track.
APPENDIX C: SAMPLE DEGREE PLAN FORM
THE OFFICIAL TEXAS A&M UNIVERSITY DEGREE PLAN MUST BE DOWNLOADED FROM THE WEB.

THE ADDRESS FOR THIS FORM IS

http://vpr.tamu.edu/ogsforms.html

CLICK ON DEGREE PLAN AND FOLLOW DIRECTIONS TO DOWNLOAD THE FORM.

PLEASE NOTE: ONLY DEGREE PLANS COMPLETED ON THIS OFFICIAL FORM WILL BE ACCEPTED BY THE OFFICE OF GRADUATE STUDIES.
APPENDIX D: SAMPLE PETITION FOR AMENDING THE DEGREE PLAN
ALL PETITIONS FILED WITH THE OFFICE OF GRADUATE STUDIES MUST BE DONE ON THE WEB-BASED FORMS THAT CAN BE FOUND AT

http://vpr.tamu.edu/ogsforms.html

CLICK ON THE CORRECT LINK TO SELECT THE PETITION YOU NEED (E.G., CHANGE COMMITTEE, SUBSTITUTE CLASSWORK).

ONLY PETITIONS SUBMITTED ON THESE OFFICIAL FORMS WILL BE ACCEPTED BY THE OFFICE OF GRADUATE STUDIES.
APPENDIX E: OFFICE OF GRADUATE STUDIES
REQUIREMENTS TO COMPLETE
THE DOCTORAL DEGREE
(Separate from program requirements)
# Summary of Steps to Fulfill Doctoral Degree Requirements

**TEXAS A&M UNIVERSITY OF GRAD. STUDIES & DEPT. OF EDUCATIONAL PSYCHOLOGY**

**CH:** Committee Chair (Graduate Advisor)  
**GCR:** Graduate Council Representative  
**AC:** Advisory Committee  
**OGS:** Office of Graduate Studies

## TIMELINE

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<tr>
<th>TIMELINE</th>
<th>STEP/PROCEDURE</th>
<th>APPROVAL/DOCUMENTATION</th>
<th>DONE</th>
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<tr>
<td>Start of Program (before 1st semester)</td>
<td>Meet with CH to establish PRELIMINARY PLAN for course of study</td>
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<tr>
<td>Recommended during 2nd year of study and no later than 90 days prior to preliminary exams</td>
<td>Establish Advisory COMMITTEE and file DEGREE PLAN</td>
<td>OGS</td>
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<td>At least two weeks before date for prelims</td>
<td>According to program requirements SCHEDULE preliminary examination (No later than 1st semester after completing coursework/no earlier than within 6 cr of completing courses*)</td>
<td>Contact AC members and GCR; file date with OGS</td>
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<td></td>
<td>Complete PRELIMINARY EXAMS</td>
<td>CH, AC &amp; OGS</td>
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<td></td>
<td>Select TOPIC for dissertation; write PROPOSAL; Hold PROPOSAL MEETING. (May occur before or after Prelims)</td>
<td>CH &amp; AC</td>
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<tr>
<td>At least 14 weeks before graduation</td>
<td>Submit approved proposal for dissertation to OGS</td>
<td>OGS</td>
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<tr>
<td>Before scheduling dissertation defense</td>
<td>COMPLETE STUDY/collect/analyze data; submit multiple drafts of chapters to CH/AC for EDITING/FEEDBACK. (Follow Thesis Manual**)</td>
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<tr>
<td>Usually during 1st week of classes for semester</td>
<td>APPLY for degree (graduation) with OGS during the semester you will graduate</td>
<td>OGS</td>
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**COUNT DOWN**  
At least 4 weeks before defense: Defense must be held by middle of semester of graduation. See OGS calendar for specific dates

| | SCHEDULE DEFENSE WITH AC & GCR. Polished final draft of complete dissertation to all AC members. Make appointment to CHECK FORMATTTING with Thesis Clerk | | |
| At least 2 weeks before defense | AC members give feedback; MAKE CORRECTIONS | | |
| At least 1 week before defense | REVISED copy to AC & GCR | | |

See OGS calendar for specific dates

| | Hold defense: make any required changes. Submit corrected copy to department head for signature (allow 48 hours). Two copies to Thesis Clerk after signatures. | | |

* Doctoral students can apply for an exception to this rule.
APPENDIX F: APA PRINCIPLES
APA Ethics can be downloaded from the web: www.apa.org/ethics/
APPENDIX G: INTERNSHIP INFORMATION
DOCTORAL INTERNSHIP INTENTION

The student is responsible for filing his/her internship intention in October (date to be announced) prior to the calendar year in which the internship is to begin. Plans for the internship should be discussed thoroughly with the graduate committee chair before filing this form. After securing approval of chair of graduate committee, please return form to Room 703 A for signature of Director of Training.

1. Name______________________________________________________________

2. Intended date to begin internship__________________________________________

3. Progress in study program

   Academic course work to be completed__________Hours

   Incomplete grades to be removed___________Hours

   Preliminary exams, written and oral successfully completed

   __________Yes, expected date

   Dissertation proposal approved ______Yes, expected date

4. Experience courses completed to date (Please check):

   _____CPSY 639     _____CPSY 635     _____CPSY 664     _____CPSY 666
   _____CPSY 677     _____CPSY 683     _____Other (Specify)

   Indicate number of practicum clock hours completed (including masters)
5. Briefly describe your goals for internship (what you hope to gain from the experience).

6. Post-doctoral work objectives:

7. Briefly describe any special expectancies you have for an internship (such as geographic location, type of agency, type of supervisor, client characteristics, stipend level, etc.)

8. On the back of this form, list the sites (and addresses) of the internships to which you plan to apply (VA, Medical Center, CMHC, etc.)

_________________________________________
For Departmental Use Only

Approved to seek internship______________________________________________
Date

_________________________________________
Committee Chair

_________________________________________
Director of Training
APPENDIX H: DEPARTMENTAL DISSERTATION POLICIES
SUBJECT: Policies Regarding Dissertation

1. The dissertation proposal must be presented by the student to his or her advisory committee in an open meeting announced two weeks ahead of time with an invitation to attend for other students and faculty.

2. The student, with supervision by the major advisor, must produce an early “polished” draft of the dissertation and present it to the advisory committee at least four weeks prior to the planned dissertation defense. Assistance from individual committee members for this early draft may be solicited. The committee should return the draft with corrections within two weeks and recommend whether the defense should be held.

3. The student should tentatively schedule his or her defense with the committee at the time of presenting the early draft, i.e., four weeks ahead of time. If the defense is held, the major advisor must announce it with a letter to the Office of Graduate Studies and copies to the committee members at least two weeks ahead of the date of the defense.

4. The student must present a final draft of the dissertation to his or her advisory committee and to the department head at least one week prior to the scheduled dissertation defense.

5. Any additional changes in the dissertation that may result from the defense will be made by the student and approved by the major advisor before it is turned in to the thesis clerk at the library.

6. When submitting signature pages for the department head’s signature, please also submit a substantially corrected copy of the dissertation. Allow at least a 48 hour turn around for the department head to read the dissertation and sign off on the signature pages.

7. Advisors will receive a bound copy of the dissertation.
APPENDIX I  SAMPLE OF HUMAN SUBJECTS REVIEW FORMS
Samples of Form I and Form II required by the Institutional Review Board (IRB) for all research involving human subjects can be found at the following web site.

http://www.tamu.edu/researchandgradstudies/Research/POLICYCOMPLINCE/HUMANSUBJECTS/info.html

These forms must be submitted and your research approved by the IRB prior to submitting your dissertation proposal to the Office of Graduate Studies.

Also at this site you will find The Belmont Report, which must be read prior to preparing your IRB forms. Also found are frequently asked questions which will help you with preparing your forms.

Completed IRB forms must be signed by your Committee chair and then turned into the Office of the Academic Advisor who will obtain the department head’s signature and make the necessary copies to forward to the IRB.
APPENDIX J:
EVALUATION RATING FORM
CPSY Academic Progress Checklist

Student: ____________________________________________________

Requirements for students who entered in Fall, 1992 or thereafter that must be met prior to internship or, in some cases, earlier, and which can be judged dichotomously as having been met, or not met, are bolded. "Y" = yes, requirement met; "N" = no, requirement not met.

To be completed by EPSY Academic Advisor

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<tr>
<th></th>
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<th>1. Qualifying examination passed (DEADLINE: By May of 1st year) or alternative (DEADLINE: by September of 2nd year)</th>
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<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>2. Student's permanent advisor has been chosen by student; student has notified temporary advisory of the choice; permanent advisor has agreed to serve [deadline: mid September of 2nd year]</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>3. Student's GPR at TAMU is above requirement</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>4. Paper has been presented at a regional, state or national psychological conference (paper or conference program is in student's file)</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>5. Article has been submitted to a journal with student as first or as a co-author (copy of editorial correspondence is in student's file)</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>6. Master's and/or PhD Degree plan has been filed with the Office of Graduate Studies</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>7. Preliminary examinations have been passed and report filed with the Office of Graduate Studies [deadline: Before the end of the fall semester of the third year]</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>8. Proposal has been defended and filed with the Office of Graduate Studies [deadline: before the end of the fall semester of the third year]</td>
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_________________________________________________

Academic Advisor
Advisor

Additional areas of academic review include:

--Writing ability
--Research ability
--Ability to make presentations
--Class attendance
--Ability to meet deadlines
--Ability to critique literature reflectively
--Interactions with classmates (i.e., constructive, respect individual differences, and promote academic dialogue)
APPENDIX K:
STUDENTS WITH IMPAIRMENTS
STUDENTS WITH IMPAIRMENTS

The Counseling Psychology program is committed to graduating students who reflect the highest standards of profession. Accordingly, students are evaluated in the areas of academic performance, clinical skills, and professionalism, with the goal of offering feedback and helping students who may be deficient in any of the three areas. Inasmuch as the program faculty are enjoined by both ethical and legal guidelines to be responsible for monitoring the quality of the students, they bear the primary responsibility for assessing students. Students also, however, are bound by the same code of ethics that promotes the monitoring of the profession by its own members, so they share a role in the program’s concern for impaired students. It is acknowledged that this is a problematic role for the student to have to take; obviously, a student would not assume the position of raising questions regarding another’s impairment as a substitute for working out of interpersonal difficulties.

The program uses as its definition for impairment Boyer’s (1984) proposal that impaired psychologists are those who are at risk for incompetent or unethical behavior, but not uninformed or malicious. Should a student, after thoughtful and unbiased reflection, believe that another student might be at risk, because of substance abuse, personality difficulties, situation stressors, etc., the following process is suggested:

1. Careful introspection should be undergone to rule out personal feelings which could lead to a lack of objectivity about the student in question.

2. If possible, and in accordance with the code of ethics, the student should try to resolve or confirm her or his concerns by talking as a nonjudgmental peer with the student in question.

3. If, after further consideration, it is still believed that the issue of possible impairment should be raised, the student should approach the Director of Training with his or her concerns. The Director of Training will make an assessment regarding the appropriate course of action.

4. Possible avenues for the Director of Training to pursue if impairment seems probable are: informal discussion with the student in question, recommending or requiring assessment and/or counseling, providing the student with a leave of absence, convening the program faculty for discussion of possible termination from the program, etc.
APPENDIX L: RESOLUTION ON DIVERSITY
RESOLUTION ON DIVERSITY

Whereas Texas A&M University, as a major public institution of higher education, has both an extraordinary opportunity and a special responsibility to create and maintain a climate that affirms diversity of views – diversity being an indispensable component of academic excellence, and

Whereas the academic identity of the Counseling Psychology program is rooted in the research-based Scientist/Practitioner model, and

Whereas the American Psychological Association (APA) deplores all public and private prejudice and discrimination based on race, ethnicity, religion, sexual orientation, gender, or physical condition, and

Whereas the APA supports and urges the enactment of civil rights legislation at the local, state, and federal level that offers citizens of the above diverse groups the same protections that are guaranteed to others, and

Whereas many youth and adults of diverse groups are at risk for psychological damage because of facing harassment and physical violence in school and social environments;

Therefore be it resolved that the APA-accredited Counseling Psychology program’s mission is to embrace, welcome, and support group and individual diversity insofar as such diversity does not imply violence and discrimination; and

Be it further resolved that this program deplores prejudice and discrimination; and

Be it further resolved that the Counseling Psychology program, in accordance with the APA Code of Ethics, will support and encourage its faculty members and students to respect the rights of others to hold values, attitudes, and opinions that differ from their own, and to work to eliminate the effect of biases and prejudice that may create a hostile environment.
APPENDIX M:
REGISTRATION ADVISING FORM
REGISTRATION ADVISING FORM

This form should be completed each semester before any registration deadlines.

CPSY Student Name ________________________________________________

Proposed semester_________ Year______

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<thead>
<tr>
<th>Course number</th>
<th>Title</th>
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