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The Department of Educational Psychology

The Department of Educational Psychology is one of several departments in the College of Education and Human Development. 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.

Faculty

There are 40 faculty members in the Department of Educational Psychology, nearly one-half of whom are female. Students have the opportunity to study with many of the faculty. Research interests and academic backgrounds of the faculty are shown below. Counseling Psychology core faculty are noted in bold.

<table>
<thead>
<tr>
<th>Departmental Faculty</th>
<th>Professional and Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael R. Benz, Ph.D. University of Oregon (1983) Department Head</td>
<td>School Psychology</td>
</tr>
<tr>
<td>Lisa Bowman-Perrott, Ph.D.</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td>Transition</td>
</tr>
</tbody>
</table>
Daniel F. Brossart, Ph.D.
University of Missouri - Columbia (1996)
Process and Outcome Research
Methodology in Psychological Research

Mack D. Burke, Ph.D.
University of Oregon (2001)
Positive Behavioral Support
Direct Instruction
Curriculum-Based Measurement
Intervention Research

Linda G. Castillo, Ph.D.
University of Utah – Salt Lake City (1999)
Acculturation & Bicultural Issues
Multicultural Training
Racial Prejudice
Mexican American Psychology

Lauren Cifuentes, Ph.D.
University of North Carolina, Chapel Hill (1991)
Instructional design for:
Technology Integration in the classroom
Effective Visual Communication
Distance Partnerships

Donna S. Davenport, Ph.D.
University of Texas at Austin (1978)
Gender Issues
Bereavement/Dying Issues
Religion and Psychotherapy

Amanda Jenson Doss, Ph.D.
University of California - LA (2004)
Child Mental Health Services
Diagnostic Comorbidity
Dissemination of empirically supported treatments for children

Michael Duffy, Ph.D., ABPP
University of Texas at Austin (1977)
Supervision of Psychotherapy
Family Systems
Geropsychology
Environmental Psychology

Timothy R. Elliott, Ph.D.
University of Missouri - Columbia (1987)
Public Health
Caregiver Issues
Rehabilitation

Connie Fournier, Ph.D.
University of Texas at Austin (1987)
Special Populations
Children with Chronic Illnesses
Children with ADHD
Ernest T. Goetz, Ph.D.  
University of Illinois  
(1977)  
Text Comprehension & Memory  
Learning & Study Strategies  
Cognition & Instruction

Jorge Gonzalez, Ph.D.  
University of Nebraska – Lincoln  
(2001)  
School Psychology  
Migrant Children  
Early Literacy

Shanna Hagan-Burke, Ph.D.  
University of Oregon  
(1998)  
School-wide Discipline  
Academic Interventions for Students With EBD  
Positive Classroom Management  
Functional Behavioral Assessment

Robert Hall, Ph.D.  
University of California at Los Angeles  
(1978)  
Information Processing  
Learning Disabilities  
Research Methods & Statistics  
Study of Individual Differences

Jan N. Hughes, Ph.D.  
University of Texas at Austin  
(1976)  
School Psychology  
Child Therapy  
Child & Adolescent Assessment

Joyce Juntune, Ph.D.  
Texas A&M University  
(1997)  
Gifted and Talented Education  
Classroom Instruction  
Organizational Change

Stephanie Knight, Ed.D.  
University of Houston  
(1980)  
Teaching Strategies  
At-Risk Populations

Oi-Man Kwok, Ph.D.  
Arizona State University  
(2005)  
Multilevel Modeling  
Structural Equational Modeling

Rafael Lara-Alecio, Ph.D.  
University of Utah – Salt Lake City  
(1991)  
Bilingual Education  
Hispanic Parental Involvement  
International Bilingual Education
Jeffrey Liew, Ph.D.  
Arizona State University  
(2005)  
Emotion and Self-Regulation  
Empathy  
Psychosocial and Academic Adjustment

Patricia S. Lynch, Ph.D.  
Texas A&M University  
(1992)  
Special Education  
Vocational Special Needs  
Teacher Training

James F. McNamara, Ph.D.  
Pennsylvania State University  
(1970)  
Policy Research & Evaluation  
Research Methods  
Academic Administration

William R. Nash, Ph.D.  
University of Georgia  
(1980)  
Creative Thinking Abilities  
Gifted and Talented Education

Yolanda Padron, Ph.D.

Douglas Palmer, Ph.D.  
University of California at LA  
(1977)  
Dean, CEHD  
Special Education  
Motivation & Cognition  
Minority At-Risk & Disabled Youth

Richard I. Parker, Ph.D.  
University of Oregon  
(1990)  
Classroom Consultation  
Program Evaluation  
Classroom Observation & Assessment

Susan Pederson, Ph.D.  
The University of Texas-Austin  
(2000)  
Educational Technology  
Instructional Design  
Multimedia Design

Sharolyn D. Pollard-Durodola, Ed.D.  
University of Houston  
(2003)  
Early Literacy (Spanish & English)  
Vocabularly Acquisition (Spanish/English)  
Literacy Interventions (Spanish & English)

William A. Rae, Ph.D.  
University of Texas-Austin  
(1975)  
Professional Ethics  
Pediatric Psychology – Chronic Illness  
Empirically-Supported Treatments
Cecil R. Reynolds, Ph.D.
University of Georgia
(1978)
School Psychology
Clinical Neuropsychology
Memory & Personality Assessment

Charles R. Ridley, Ph.D.
University of Minnesota
(1978)
Multicultural Training & Counseling
Psychology & Theology
Organizational Consultation

Cynthia Riccio, Ph.D.
University of Georgia
(1993)
Language Impairment
Learning Disabilities
Attention Deficit Hyperactivity Disorder
Pediatric Neuropsychology

Deborah Simmons, Ph.D.
Purdue University
(1986)
Early Intervention and Prevention of
Reading Problems in Young Children
Schoolwide Reading Models
Professional Development in Early
Literacy

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
(1979)
Measurement
Multivariate Statistics
Research Design

Kimberly J. Vannest, Ph.D.
Louisiana State University
(2000)
Special Education
Teacher Preparation
Mentoring

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
Dulan Zhang, Ph.D.  
University of New Orleans  
(1998)  
Self-determination  
Transition Services  
Cultural Issues in Special Education
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 Academic Advising and the Academic Advisor I who handles the application process for the department, as well as interacting with departmental graduate students.

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. Examinations
   b. Dissertations and theses
   c. Graduation
4. Procurement of rooms for student advisory committee meetings
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.)
10. Internship application services.
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 in the EREL.
   b. Computer access to dissertation topics, subtopics and research design.
16. Campus maps and community information.
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.

A. First Semester Courses

Students and their temporary advisor should determine individual first semester schedules. At least nine (9) semester hours should be included for fulltime students. Elective courses should be selected in conference with the temporary advisor. Priority should be given to courses prerequisite to program requirements.

B. 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 should visit with their faculty advisor prior to registration each semester. Some programs require pre-registration meetings.
C. Official University Degree Plan

All graduate students are required to file an official degree plan with the Office of Graduate Students. Prior to this, students must form their Student Advisory Committee. The Chair of the committee is the first one to be determined. (This may or may not be the temporary advisor.) The Chair and the student will come to agreement as to the remaining members of the committee. Master’s committees will consist of three members at least one of which is from outside the Educational Psychology Department. Doctoral committees consist of four members at least one of which is from outside the department.

Master’s students are required to submit their degree plan during the semester they will complete 18 hours of coursework; for doctoral students the plan is filed when they are completing 36 hours of coursework.

The degree plan process is currently done on line. Students access the degree plan website through the OGS website. They complete the degree plan on line. The plan is then routed through the Student Advisory Committee for their approval. Following this it is approved by the department as to form and by the Department Head. OGS gives the final approval.

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 found on the Office of Graduate Studies web site.

D. Academic Probation

Students are generally placed on probation by their 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. If probation is not rectified by the specified time period (usually one year maximum), the student will be terminated from the program.
A. Temporary Advisor's Role

Upon admission to the department, all students are assigned a temporary chair by their 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 departmental 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, students have Advisory Committees consisting of three members of the department faculty and a outside the department faculty member.

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.

C. Student Grievance Process

In addition to the grievance procedures established by the University (see Student Rules), the Department of Educational Psychology has developed its own process.

A departmental faculty member serves as the Student Advocate within the EPSY department. An EPSY faculty member selected by the Department Head assumes the Student Advocate position. The current Student Advocate is Dr. Michael Ash.

The following policies have been with input from EPSY faculty, students and the department head.

D. 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:

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.

E. 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 will be maintained.
F. Resolution of Student Concerns:

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

1) Student’s dialogue with the faculty member and/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 CEHD Dean’s office and appropriate University committees and administrators.

Yearly Evaluations

Departmental programs periodically evaluate students' academic progress and growth in clinical skills, as well as personal and professional characteristics relevant to functioning as professional.

Program faculty is responsible for evaluating a student's personal characteristics as well as the student's academic performance. The student's in-class as well as out-of-class behavior and relationships may also be evaluated.

Preliminary Examinations

Each doctoral student is required to pass written and oral preliminary examinations, also referred to as comprehensive examinations. While there may be differences in the format and content based on the student’s advisory committee, each program has adopted their own policy covering this examination.

The student’s chair and committee members will determine the format of the preliminary examination. It is the responsibility of the student in coordination with their advisor to find out what the requirements of the individual committee members are.
Dissertation Proposal

Every doctoral student (and Master’s thesis option students) must present a proposal delineating the scope and methodology to be employed in his or her dissertation/thesis. The student works with his/her chair to prepare the proposal which is then shared with the Advisory Committee. At this time, the student will also schedule a proposal meeting at which time the committee members can offer suggestions, request changes, etc. in the proposal. Before beginning his/her research the student must file an IRB and have the approval of the IRB Office.

Academic and training objectives are evaluated over the course of the student’s enrollment and culminate in the preliminary examinations, dissertation proposal, and final oral defense. Specific committee members can require varied components (e.g., Major Area Paper, topical written examination, publishable paper) as part of the evaluation process in addition to those required of all students.

Summary of the Major Steps Required in Fulfilling the Doctoral Degree

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

2. If applicable, meet with temporary advisor to complete any degree planning required by the program and begin requests for course waivers (Syllabi needed).

3. Submit degree program plan to appropriate faculty for approval.

4. Complete the on-line University degree plan and establish Student Advisory Committee.

5. Pass Qualifying exam requirement (If applicable).

6. Apply for permission to seek internship (if applicable).

7. Arrange and pass preliminary examination.

8. Acceptance of proposal for dissertation by advisory committee
9. Complete formal course work detailed on degree plan.

10. Schedule and complete final examination (defense of dissertation).


**Summary of the Major Steps Required in Fulfilling the Master’s Degree**

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

2. If applicable meet with temporary advisor to complete any degree planning required by the program and begin request for course waivers (Syllabi needed).

3. Submit degree program plan to appropriate faculty for approval.

4. Complete the on-line University degree plan and establish Student Advisory Committee.

5. Complete formal course work detailed on degree plan.

6. Schedule and complete final examination (or apply for exemption; M.Ed. only)

**Research Information**

A wide variety of research is conducted in the Department of Educational Psychology. Much of this research is grant related, while others reflect the research interests of departmental faculty and students. Research teams support the majority of all of the research and generally welcome new members to the teams. Doctoral programs in the department have varying requirements for participation in research, but all doctoral students are encouraged to participate in research throughout their graduate career in preparation for the research required by their dissertation topic.
Graduate Student Mini-Grant Program

The Graduate Student Mini-Grant Program is supported by funds provided to the Office of Graduate Studies by the Association of Former Students. The primary purpose of the program is to support graduate student research; a secondary purpose is to help defray the travel expenses of students attending professional meetings to present papers. Guidelines for the program are stated below:

Who may apply? Initially, applicants must meet the following requirements. They must:

1) Be doctoral candidates.
2) Have a dissertation proposal on file.
3) Enroll for a minimum nine (9) semester hours, four (4) semester hours if in absentia during a Fall or Spring semester or 10-week Summer session; (four (4) semester hours of this work must be for 684, 691, or 692).
4) Not have previously received a Graduate Student MiniGrant.

Fundable Activities:

First priority will be for the support of:

1. Data acquisition (including travel to obtain same), and/or
2. Data analysis.

Second priority will be for the support of travel cost to:

1. National, and/or
2. Regional meetings for the purpose of presenting a paper based on dissertation research (any such meeting must be held prior to receipt of the degree by the applicant).

Disapproved Activities:

Specifically disallowed are the following:

1. Costs related to preparation of the dissertation (e.g., drafting, photography, typing, reproduction).
2. Salary support for applicant.
3. Travel to attend meetings, workshops, or for discussion with "authorities" except as indicated above.
4. Costs for repeating research or other kinds of studies of a correctional or conformational nature in connection with a thesis, dissertation, or record of study.
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 REVIEWED BY THE INSTITUTIONAL REVIEW BOARD OF TEXAS A&M UNIVERSITY REGARDLESS OF FUNDING SOURCES.**

Information related to the IRB is available at the following web site:
https://www.tamu.edu/researchandgradstudies/Research/POLICYCOMPLIANCE/HUMANSUBJECTS/info.html

Departmental Dissertation Guidelines

See Appendix K

Additional Sources of Information for Graduate Students in EPSY

The **Office of Graduate Studies Student Handbook** includes additional policies about which you should be informed. Especially relevant is information regarding registration (including continuous registration requirements, course load requirements, in residence registration, in absentia registration, and preregistration), time limits for completing degree requirements, scholastic requirements, thesis and dissertation policies, applying for degrees, and confidentiality of student records. This handbook is available in the Graduate Advisor's Office.

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 $25 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 program representatives to faculty committees and meetings. This year’s CPSY student representative is Rosalinda Castillo.

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.

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. 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.
Counseling Psychology
Program Information
2007
Program Philosophy

The Texas A&M Counseling Psychology program prepares scientist-practitioners within a cultural framework. 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 the following four domains: academic progress, research skills, clinical skills, and professionalism. 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, research, clinical, and professional standards of conduct expected to be exhibited as a student in the program and in future employment will be emphasized and evaluated by the program faculty.

Professionalism, as defined by this program, includes, but is not limited to 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 and multiculturalism. 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 differences in religious, cultural, racial and ethnic, gender, physical ability, 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 harmony and affirmation among colleagues and with clients.

Program Mission

The Texas A&M University Counseling Psychology program prepares scientist-practitioners within a cultural framework. While the program provides general training for careers at the individual level of professional activity (e.g., psychotherapy), our mission is to train applicants whose ambitions are to work at the institutional and societal levels (see Figure 1). Graduates are expected to effectively use critical thinking skills and empirical methods to
design, conduct and evaluate psychological research and practice at all levels of professional activity. The program aspires to matriculate culturally-informed colleagues who can advance theoretically-based, empirically-driven services that enhance the health and well-being of individuals and communities. Specifically,

- We aspire to train psychologists who understand and use empirical, theoretical, clinical, and contextually-based knowledge to guide their conduct of and evaluation of psychological research. We seek to train psychologists to conduct investigations of and evaluate the effectiveness and efficacy of psychological interventions and to develop the skills to design, implement, and evaluate psychologically-based preventive and remedial programs that concern behavioral and social factors that influence health and well-being.

- We recognize that individuals exist in cultural, social, political, historical, and economic contexts. Thus, we aspire to mentor and train colleagues who are culturally informed in theory and practice. Consonant with the multicultural training guidelines provided by American Psychological Association, we matriculate students who in research and practice:
  - recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.
  - recognize the importance of multicultural sensitivity/responsiveness, knowledge, and understanding about race, ethnicity, sexual orientation, gender, age, religion, spirituality, and physical challenges.
  - recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
  - apply culturally-informed skills in psychological research and practice
  - use organizational change processes to support culturally-informed policy development and practices.

- We prepare graduates to perform valuable roles at the highest levels of professional activity, including:
  - the individual level - to include basic therapeutic and evaluation services that benefit individuals and families;
  - the institutional level - to encompass skills to conduct, administer, evaluate and promote research and service that documents and refines our professional benefits to individuals and families, and to consult and train others regarding these concerns in a fashion that advances the profession and professional service;
the societal level - to produce, evaluate and promote evidence at this highest level of professional service to influence informed, empirically-based federal, state and institutional policies that facilitate the health and well-being of individuals, families, and their communities.

Figure 1.
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.
### Required Courses and Course Sequencing

Each semester students are required to meet with their advisor and submit a signed course registration advising form before registering for any courses (See Appendix A). The table below lists the required classes (in bold) that must be taken in the sequence indicated. Other courses may be taken as your schedule allows. A list of required course is available in the Ph.D. Degree Plan (See Appendix B). Please keep in mind that all programs at TAMU have a limited ability to modify course offerings including time and days offered. The table is subject to change.

**Counseling Psychology Ph.D. Course Requirements**  
**Students Entering 2007-2008**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPSY 662 Professional Issues/Ethics</td>
<td>CPSY 639, Practicum I</td>
<td>CPSY 676 Family Counseling</td>
</tr>
<tr>
<td>CPSY 679 Multicultural Counseling</td>
<td>CPSY 633 Intro to Group</td>
<td>(or CPSY 678 or PSYC 678</td>
</tr>
<tr>
<td>CPSY 631 Techniques of Counseling</td>
<td>CPSY 632 Career Counseling</td>
<td>Couples Therapy offered in spring)</td>
</tr>
<tr>
<td>CPSY 626 Psychopathology</td>
<td>CPSY 672 Theories of Counseling and Psychotherapy</td>
<td></td>
</tr>
<tr>
<td>CPSY 639, Practicum I (Post-Master’s Students only)</td>
<td>¹EPSY 640 Exper. Design I</td>
<td></td>
</tr>
</tbody>
</table>

¹If you do not have an undergraduate statistics course, you must take EPSY 435 or STAT 651 before enrolling in EPSY 640.

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 664 Practicum II</td>
<td>CPSY 683 Field Practicum</td>
<td>EPSY 622 Measurement &amp; Evaluation</td>
</tr>
<tr>
<td>EPSY 641 Exper. Design II</td>
<td>CPSY 690 Research in CPSY</td>
<td>Psychology Core</td>
</tr>
<tr>
<td>CPSY 685 Research Team</td>
<td>Advance Statistics</td>
<td></td>
</tr>
<tr>
<td>SPSY 612 Intelligence</td>
<td>CPSY 685 Research Team</td>
<td></td>
</tr>
</tbody>
</table>
### Third Year

<table>
<thead>
<tr>
<th>EPSY 627 Personality Assess.</th>
<th>CPSY 683 Assessment Practicum</th>
<th>CPSY 691 Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 685 Research Team</td>
<td>CPSY 685 Research Team</td>
<td></td>
</tr>
<tr>
<td>CPSY 683 Field Practicum</td>
<td>2CPSY 688 Research Proposal</td>
<td></td>
</tr>
<tr>
<td>(or CPSY 677)</td>
<td>EPSY 647 Adult Development</td>
<td></td>
</tr>
<tr>
<td>EPSY 625 Advance Beh. Meas.</td>
<td>(or EPSY 646)</td>
<td>Psychology Core</td>
</tr>
</tbody>
</table>

2You must enroll under your dissertation advisor’s section.

### Fourth Year

<table>
<thead>
<tr>
<th>CPSY 666 Supervision</th>
<th>CPSY 682 Internship Seminar</th>
<th>CPSY 691 Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 691 Dissertation</td>
<td>Psychology Core</td>
<td></td>
</tr>
<tr>
<td>Psychology Core</td>
<td></td>
<td></td>
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</tbody>
</table>

### Fifth Year

<table>
<thead>
<tr>
<th>CPSY 684 Internship</th>
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</table>

### Proficiency Tracks

Proficiency Tracks are designed for Counseling Psychology students who want to focus on a selected interest areas. Students may choose to gain proficiency in one or more areas. 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. Successful completion of a proficiency will be noted on the TAMU transcript, if students request it from the proficiency coordinator. If you desire this option, be sure to let the proficiency coordinator and your advisor know of your plans.

*Public Health – Tim Elliott, Ph.D. - Coordinator*

To Be Determined. Contact Dr. Elliott for more information.

*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
CPSY 683  Field Practicum (50 contact hours with racial/ethnic minority clients)
SPSY 657  Bilingual Psychoeducational Assessment
CPSY 691  Dissertation (focus on multicultural research as approved by coordinator)
One of the following courses:
CPSY 689  Mexican American Psychology: Theory and Research
SOCI 667  Seminar in Race and Ethnic Relations
SPSY 629  Psychosocial Variables in the Education of Minority Children
EDCI 650  The Bilingual Multicultural Young Child in Family & Culture

Mexican American Health/Mental Health Research – Linda Castillo, PhD - Coordinator
To Be Determined. Contact Dr. Castillo for more information.

Ethical, Academic, and Professional Expectations of Students
Students in the program are expected to maintain high levels of performance in the following areas:

1) Academic performance. The expectation for academic performance is that the student maintain a grade point average and continuous enrollment to meet the requirements set for good academic standing by the Graduate College as stated in the Graduate Catalog. Although not required in all courses to the same extent, it is expected that students will demonstrate the ability to communicate their knowledge through papers, articles, reports, and other forms of written expression.

2) Ethical behavior. Students will behave in accordance with the ethical standards of the American Psychological Association. They are also expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University.

3) Professional behavior. Students have an obligation and expectation to behave in a
professional manner befitting a psychologist in training. Such professional behavior is exemplified by forming respectful relationships with faculty, staff, other students, other professionals in the community, and clients.

4) **Continuous program progress.** Because of the professional nature of the training program, it is critical that students progress at a rate that is consistent with program guidelines. Grades of “Incomplete” are the rare exception and are given only under extraordinary circumstances and are given at the discretion of the instructor. Students who fall behind in program sequences and activities will not meet program expectations in this area.

**Failure to Maintain Professional Expectations**

Failure to maintain expectations in one or more of these areas will require the student to meet with program faculty in a specially called session. Students will be given an opportunity to explain their circumstances to the faculty.

Students are automatically placed on **academic 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 or if currently placed on probation in any domain (i.e., academic, research, clinical, professional).** 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.

After faculty evaluation of the student, the following actions are available to the faculty:

1) A plan for remediation of the problem that is agreed to by the student and the faculty can be implemented;

2) The student can receive a formal reprimand from the faculty—with or without a remediation plan or sanctions. Copies of formal reprimands will be recorded in the student's departmental file;

3) The student can be placed on formal probation during the program. Such probation would include a written list of behaviors that must be displayed by the student during the probationary period and a description of sanctions to occur if the requirements of the probationary period are not met. Such a probation plan will include a specific time frame in which these behaviors must occur;
4) The student can be dismissed from the program.  
   The sanctions listed above do not have to be applied in any particular order, however,  
   fairness in determining sanction(s) appropriate to the student problem is the goal. Additional  
   departmental expectations and procedures serve as a general guide as well.

**Students with Professional 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, research skills, clinical skills, and professionalism, with the goal of offering  
feedback and helping students who may be deficient in any of the areas. Inasmuch as the  
program faculty are enjoined by both ethical (APA Ethics Standards 1.04; 1.05) 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.
**Annual Evaluation**

Each year there is a review of every student's progress in academic performance, research skills, clinical skills, and professionalism. To aid the faculty in evaluating students' progress, students will maintain and submit annually 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. Students are required to complete the form located in Appendix C and upload the form to their portfolio. All students portfolios are located online. Instructions for uploading documents to the portfolio will be provided by the Director of Training.

**Practica**

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

Practica at the Educational Psychology’s Counseling and Assessment Clinic (CAC) is required. 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.

Upon successful completion of practica and approval from the Director of Training, student are required to obtain field practicum experience. Sites which have been available for field 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 field practicum coordinator maintains an updated list of sites. All field practica must be approved by the field practicum coordinator and your advisor. Only one field practicum may be supervised by a non-psychologist.

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 must be placed in the student’s file in the department office. Forms can be downloaded from the CPSY website at: http://cpsy.tamu.edu/forms/index.html

**CPSY Program Dissertation Guidelines**

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:

1) A Counseling Psychology faculty member must be the chair or one of the co-chairs of your committee.

2) 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).

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

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

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

6) 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.

7) 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. Please note that committee members provide guidance. However, students are expected to be able to run their own data analysis and interpretation.
8) The data that is analyzed should be current and relevant to the study of psychology.

9) The results of the statistical or qualitative analysis should be stated clearly and the conclusions reached should be justifiable and tied to the findings.

10) The limitations of the study, and the implications for future research, should be clearly delineated.

11) The dissertation is to be written in grammatical, standard English, following APA guidelines and appropriate literary style.

**Research Experience**

Participation on a research team is required for second and third year students. The team will be led by a faculty member chosen by the student. A list of departmental research teams will be provided by the training director in the fall. However, students may join a research team outside the department. 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 team participation and increasing responsibility in research.

**Research Publication and Presentation**

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

**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 must submit the Internship Readiness Checklist, Internship Intention Form, and supporting documentation during the Fall semester of their last year in order to obtain permission to seek an internship (See Appendix D and E). All documentation must be uploaded to their online portfolio.

In accordance with the program's long-term commitment to training professional leaders, students must receive favorable evaluations in all four domains to be endorsed for internship. Students who receive negative evaluations may be asked to delay internship application, obtain a
psychological evaluation and/or counseling, extend their academic training, 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."

For internship application approval, 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 and personal growth as well as growth as a scientist and practitioner.
3. Students must have good standing in all four domains (academic, research, clinical, and professionalism).
4. Must not be on probation.

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.

For APPIC internship ranking approval, students must:
1. Pass their preliminary exams
2. Successfully defend their dissertation proposal before the fall semester of the 4th year for students entering as post-bachelors. Students entering the program with a master's degree must successfully defend their dissertation proposal before the fall semester of their 3rd year.
3. Have no failing grades (C, D, F, or U).
4. Have no Incomplete grades.
5. Must not be on probation.

Students who fail to meet criteria will be prohibited from submitting APPIC rankings. Students may reapply the following year under the same guidelines. Students may not leave for internship with unfinished coursework or on probation.

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
APPENDIX A: COURSE REGISTRATION ADVISING FORM
COURSE REGISTRATION ADVISING FORM

This form should be completed each semester before any registration deadlines. A student's registration will be put on hold if this form is not completed and signed by their advisor.

CPSY Student Name ________________________________

Proposed semester _______ Year ______

1.) Course number ________
   Title ________________________________
   #Hours ______

2.) Course number ________
   Title ________________________________
   #Hours ______

3.) Course number ________
   Title ________________________________
   #Hours ______

4.) Course number ________
   Title ________________________________
   #Hours ______

5.) Course number ________
   Title ________________________________
   #Hours ______

_________________________________________ _________________________________________
Advisor Approval Signature   Date
APPENDIX B: CPSY DEGREE PROGRAM PLAN FORM
Counseling Psychology Program  
Department of Educational Psychology  
Texas A&M University  
Ph.D. DEGREE PROGRAM PLAN  
August 2007

Directions: Place a check mark in the front of courses to be taken at TAMU. 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 level courses completed after the bachelor's degree.

Other Universities
1. ____________________________________
2. ____________________________________
3. ____________________________________

I. Psychology Core (24)
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
   _____ SOCI 621 Social Psychology

5. Individual Behavior (6)
   _____ CPSY 626 Psychopathology (No substitutions allowed)
      (Required cohort class – Fall 1st year)
      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

### II. Research Core (32)

1. Statistics and Research Design (9)

Note: If you do not have an undergraduate statistics course then you will need to take EPSY 435 Ed. Stats. or STAT 651 Statistics in Research I BEFORE taking EPSY 640.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 640</td>
<td>Experimental Design in Ed. I (required)</td>
<td>9</td>
<td>(No substitutions allowed)</td>
</tr>
<tr>
<td>EPSY 641</td>
<td>Experimental Design in Ed. II (required)</td>
<td>9</td>
<td>(No substitutions allowed)</td>
</tr>
</tbody>
</table>

One Advance Statistics Course:
(No substitutions allowed)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 630</td>
<td>Single-Case Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPSY 642</td>
<td>Meta-Analysis of Behav. Res.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPSY 641</td>
<td>Applied Multivariate Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPSY 690</td>
<td>Thry of Logistical Regression</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPSY 690</td>
<td>Thry of Structural Equation Modeling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPSY 690</td>
<td>Thry of Multi Level Modeling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCI 624</td>
<td>Qualitative Methodology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EHRD 655</td>
<td>Qualitative Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHEB 602</td>
<td>Biostatistics I</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

2. Research Experience (11)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 685</td>
<td>Directed Studies (4) (No substitutions allowed)</td>
<td>4</td>
<td>(Research Team Practicum)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One credit hour per semester required. A total of four hours required.</td>
</tr>
<tr>
<td>CPSY 690</td>
<td>Theory of CPSY Research</td>
<td>3</td>
<td>(required cohort class-Spring, 2nd year post BA)</td>
</tr>
<tr>
<td>CPSY 688</td>
<td>Research Proposal Development</td>
<td>4</td>
<td>This is a four credit-hour course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(required cohort class-Spring, 3rd year post BA)</td>
</tr>
</tbody>
</table>

3. Dissertation (12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 691</td>
<td>Dissertation Research</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

### III. Counseling Psychology Core (12)

1. Professional Orientation (3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 662</td>
<td>Professional Issues/Ethics (No substitutions allowed)</td>
<td>3</td>
<td>(required cohort class- Fall 1st year)</td>
</tr>
</tbody>
</table>

2. Career (3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 632</td>
<td>Career Counseling</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

3. Multicultural Counseling (3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 679</td>
<td>Multicultural Counseling (No substitutions allowed)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
4. Theory (3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 672</td>
<td>Theories of Counseling and Psychotherapy</td>
<td>(required cohort class - Spring, 1st year)</td>
</tr>
</tbody>
</table>

**IV. Practitioner Core (42)**

1. Diagnosis & Assessment (6)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY 612</td>
<td>Individual Assessment of Children’s Intelligence</td>
<td>(required cohort class – Fall 2nd year post-BA)</td>
</tr>
<tr>
<td>EPSY 627</td>
<td>Structured Personality Assessment</td>
<td>(required cohort class – Fall 3rd year post-BA)</td>
</tr>
</tbody>
</table>

2. Interventions (9)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 631</td>
<td>Techniques of Counseling</td>
<td></td>
</tr>
<tr>
<td>CPSY 633</td>
<td>Introduction to Group Process</td>
<td></td>
</tr>
</tbody>
</table>

and one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 676</td>
<td>Family Counseling &amp; Psychotherapy</td>
<td></td>
</tr>
<tr>
<td>CPSY 678 (or PSYC 678)</td>
<td>Couples Therapy</td>
<td></td>
</tr>
</tbody>
</table>

3. Practica (9)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 639A</td>
<td>Counseling Practica I (post bachelor’s only)</td>
<td>(No substitutions allowed)</td>
</tr>
<tr>
<td>CPSY 639B</td>
<td>Counseling Practica I (post master’s only)</td>
<td>(No substitutions allowed)</td>
</tr>
<tr>
<td>CPSY 664</td>
<td>Counseling Practica II</td>
<td>(No substitutions allowed)</td>
</tr>
<tr>
<td>CPSY 683</td>
<td>Practicum in Assessment</td>
<td>(No substitutions allowed)</td>
</tr>
</tbody>
</table>

Note: Students may be required to take additional practica in the FHCAC before they may take CPSY 683 Field Practicum. Decision is based upon faculty evaluation of student performance in practicum.

4. Advanced Practica (9)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 666</td>
<td>Practicum in Counselor Supervision (required)</td>
<td>(required cohort class – 4th year post-BA)</td>
</tr>
<tr>
<td>CPSY 683</td>
<td>Field Practicum in CPSY (required; can be taken more than once)</td>
<td></td>
</tr>
<tr>
<td>CPSY 677</td>
<td>Practicum in Clinical Geropsychology (optional)</td>
<td></td>
</tr>
</tbody>
</table>

5. Internship (9)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 682</td>
<td>Internship Seminar</td>
<td>This is a 1-hour course. (required cohort class – Fall, 4th year post BA)</td>
</tr>
<tr>
<td>CPSY 684</td>
<td>Professional Internship</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C: STUDENT INFORMATION FORM
STUDENT INFORMATION FORM  
Yearly Evaluation Summary Meeting

Date:_________________

Student's Name:

Graduate Study Committee Members:

________________________________________________________________
_________________________________________________________________

This form is for you to provide information to your Advisor and Committee for your end-of-year evaluation. Please complete it and distribute copies to your committee members. You and the chair of your committee should arrange a meeting at which you and your committee can discuss your progress in the Counseling Psychology program and your plans for the next year.

A. Summarize your research activities during the past year as well as specific research objectives for next year. What specific goals have you set for next year (e.g., perform studies of the effects of stress on cardiovascular reactivity of Type A and Type B adults)? What steps have you taken or will you take to achieve those goals (e.g., complete literature review by Sept. 1, run pilot subjects in Sept.-Oct., screen potential subjects in September, etc.)?

B. Summarize your clinical training activities during the past year as well as specific clinical training objectives for next year. What specific goals have you set for next year (e.g., develop skills in adult neuropsychological assessment)? What steps have you taken or will you take to achieve these goals (e.g., apply for neuropsychology fellowship, develop a summer reading list, etc.)?

C. List all courses (with grade obtained in the course) you have taken during the past year. What courses are you planning to take next year and how will these courses help you achieve your research and clinical training objectives?

D. List any other training activities undertaken in the past academic year (e.g., assistantships) and how these fit into your overall program of research and clinical training and what your plans are for continuing and/or changing areas in which you work.
APPENDIX D: CPSY INTERNSHIP READINESS CHECKLIST
# CPSY Internship Readiness Checklist

**Student:** _____________________________________________

**Dissertation Advisor:** _________________________________

**Date:** ______________________________

The completed checklist and all supporting materials must be uploaded to your online portfolio.

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>1.</th>
<th>Student's permanent advisor has been chosen by student; student has notified temporary advisory of the choice; permanent advisor has agreed to serve [deadline: September of 2nd year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>2.</td>
<td>Student's GPR at TAMU is above requirement. (supporting documentation is in student's portfolio)</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>3.</td>
<td>A paper has been presented at a regional, state or national psychological conference (paper or conference program is in student's portfolio)</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>4.</td>
<td>Article has been submitted to a journal with student as first or as a co-author (copy of editorial correspondence is in student's portfolio)</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>5.</td>
<td>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>6.</td>
<td>Preliminary examinations have been passed and report filed with the Office of Graduate Studies. [deadline: See page 39 of CPSY handbook; copy of file report in student's portfolio]</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>7.</td>
<td>Dissertation Proposal has been defended and filed with the Office of Graduate Studies. [deadline: See page 39 of CPSY handbook; copy of filed report in student's portfolio]</td>
</tr>
</tbody>
</table>

---

**Dissertation Advisor** | **Date**
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 664    _____CPSY 666
   _____CPSY 683    _____Other (Specify)

Indicate number of practicum clock hours completed (including masters hours):

   Direct _______
   Indirect _______
   Total _______
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

____________________________________  ____________________________________
Dissertation Committee Chair     Director of Training

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APPENDIX F: 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://ogs.tamu.edu/OGS/OGSAdmin.htm

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 G: 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://ogs.tamu.edu/OGS/OGSAdmin.htm

CLICK ON THE FORM 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 H: OFFICE OF GRADUATE STUDIES
REQUIREMENTS TO COMPLETE THE DOCTORAL DEGREE
(Separate from program requirements)
## Summary of Steps to Fulfill Doctoral Degree Requirements
**TECH 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

<table>
<thead>
<tr>
<th>Step/Procedure</th>
<th>Approval/Documentation</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start of Program</strong> (before 1st semester)</td>
<td>Meet with CH to establish PRELIMINARY PLAN for course of study</td>
<td></td>
</tr>
<tr>
<td><strong>Recommended during 2nd year of study and no later than 90 days prior to preliminary exams</strong></td>
<td>Establish Advisory COMMITTEE and file DEGREE PLAN</td>
<td>OGS</td>
</tr>
<tr>
<td><strong>At least two weeks before date for prelims</strong></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>
</tr>
<tr>
<td></td>
<td>Complete PRELIMINARY EXAMS</td>
<td>CH, AC &amp; OGS</td>
</tr>
<tr>
<td><strong>At least 14 weeks before graduation</strong></td>
<td>Submit approved proposal for dissertation to OGS</td>
<td>OGS</td>
</tr>
<tr>
<td><strong>Before scheduling dissertation defense</strong></td>
<td>COMPLETE STUDY/collect/analyze data; submit multiple drafts of chapters to CH/AC for EDITING/FEEDBACK. (Follow Thesis Manual**)</td>
<td></td>
</tr>
<tr>
<td><strong>Usually during 1st week of classes for semester</strong></td>
<td>APPLY for degree (graduation) with OGS during the semester you will graduate</td>
<td>OGS</td>
</tr>
<tr>
<td><strong>COUNT DOWN</strong> At least 4 weeks before defense: Defense must be held by middle of semester of graduation. See OGS calendar for specific dates</td>
<td>SCHEDULE DEFENSE WITH AC &amp; GCR. Polished final draft of complete dissertation to all AC members. Make appointment to CHECK FORMATTING with Thesis Clerk</td>
<td></td>
</tr>
<tr>
<td><strong>At least 2 weeks before defense</strong></td>
<td>AC members give feedback; MAKE CORRECTIONS</td>
<td></td>
</tr>
<tr>
<td><strong>At least 1week before defense</strong></td>
<td>REVISED copy to AC &amp; GCR</td>
<td></td>
</tr>
<tr>
<td><strong>See OGS calendar for specific dates</strong></td>
<td>Hold defense: make any required changes. Submit corrected copy to department head for signature (allow 48 hours). Two copies to Thesis Clerk after signatures.</td>
<td></td>
</tr>
</tbody>
</table>

---

* Doctoral students can apply for an exception to this rule.  
** Available from Academic Advisor, Copy Center or on the Web
APPENDIX I: OFFICE OF GRADUATE STUDIES
REQUIREMENTS TO COMPLETE
THE MASTER’S DEGREE
(Separate from program requirements)

Information is located at http://ogs.tamu.edu/OGS/currentStepsMasters.htm
APPENDIX J: APA PRINCIPLES

APA Ethics can be downloaded from the web: http://www.apa.org/ethics/
APPENDIX K: 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 dissertation 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 dissertation 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 dissertation 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 L: 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://researchcompliance.tamu.edu/irb/irbrevapp/irbapplforms

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.