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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; learning sciences; special education; and Hispanic bilingual education.

Faculty

There are 48 faculty members in the Department of Educational Psychology. 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>EPSY Departmental Faculty</th>
<th>Professional and Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Acosta</td>
<td>Bilingual Education, Leadership</td>
</tr>
<tr>
<td>Texas A &amp; M University</td>
<td>Parent Involvement, Teacher Training</td>
</tr>
<tr>
<td>(anticipated 2008)</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>Jamilia Blake, Ph.D.</td>
<td>Children’s Peer Relations</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Ethnic and Gender Differences in Peer-Directed Aggression</td>
</tr>
<tr>
<td>(2007)</td>
<td></td>
</tr>
<tr>
<td>Lisa J. Bowman-Perrott, Ph.D.</td>
<td>Emotional and Behavioral Disorders Cultural Factors</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Dropout Prevention</td>
</tr>
<tr>
<td>(2001)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Daniel F. Brossart, Ph.D.</td>
<td>University of Missouri – Columbia</td>
</tr>
<tr>
<td>Nathan Clemens, Ph.D.</td>
<td>Lehigh University</td>
</tr>
<tr>
<td>Timothy R. Elliott, Ph.D., ABPP</td>
<td>University of Missouri – Columbia</td>
</tr>
<tr>
<td>Connie Fournier, Ph.D.</td>
<td>University of Texas at Austin</td>
</tr>
<tr>
<td>Yvonne Goddard, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ernest T. Goetz, Ph.D.</td>
<td>University of Illinois</td>
</tr>
<tr>
<td>Jorge Gonzalez, Ph.D.</td>
<td>University of Nebraska – Lincoln</td>
</tr>
</tbody>
</table>
Robert Hall, Ph.D.
University of California at Los Angeles (1977)

Jan N. Hughes, Ph.D.
University of Texas at Austin (1976)

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

Oi-Man Kwok, Ph.D.
Arizona State University (2005)

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

Jeffrey Liew, Ph.D.
Arizona State University (2005)

Patricia S. Lynch, Ph.D.
Texas A&M University (1992)

Anita Sohn McCormick, Ph.D.
Texas A&M University (2000)

James F. McNamara, Ph.D.
Pennsylvania State University (1970)

Lizette Ojeda, Ph.D.
University of Missouri (2009)

Yolanda Padron, Ph.D.
University of Houston (1985)

Douglas Palmer, Ph.D.
University of California at Los Angeles (1976)

Lizette Ojeda, Ph.D.
Dean, CEHD

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

- School Psychology
- Child Therapy
- Child & Adolescent Assessment

- Gifted and Talented Education
- Classroom Instruction
- Organizational Change

- Multilevel Modeling
- Structural Equational Modeling

- Bilingual Education
- Hispanic Parental Involvement
- International Bilingual Education

- Emotion and Self-Regulation
- Empathy
- Psychosocial and Academic Adjustment

- Special Education
- Vocational Special Needs
- Teacher Training

- Preschool and Early Childhood
- Bilingual / Multicultural Issues
- Hispanic Children and Families

- Policy Research & Evaluation
- Research Methods
- Academic Administration

- Latino Psychology
- Career Development
- Men's Issues
- Well-being

- Educational Resiliency
- Bilingual Education
- Language Development
- Parent Involvement
- 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.
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)
Vocabulary 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

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

Amy Sharp, Ph.D.
Families Living With Disabilities
Special Education

Deborah Simmons, Ph.D.
Purdue University
(1986)
Early Intervention and Prevention of Reading Problems in Young Children
School wide 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
(1976)
Measurement
Multivariate Statistics
Research Design

Fuhui Tong
Texas A&M University
(2000)
Language Assessment in ESL/Bilingual
Quantitative Methodology in Language/Literacy
Intra- and Inter-linguistic Transfer among English Language Learners
ESL/Bilingual Teacher Preparation
Kimberly J. Vannest, Ph.D.
Louisiana State University
(2000)
Special Education
Teacher Preparation
Mentoring

Victor L. Willson, Ph.D.
University of Colorado
(1973)
Department Head
Research & Measurement
Cognitive Psychology
Gifted & Talented Education

Myeongsun Yoon, Ph.D.
Arizona State University
(2007)
Psychometrics
Categorical Data Analysis
Structural Equation Modeling

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. The department academic advisor 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

The following are required courses that new students must enroll in for the fall.

For those coming in with a BA:
- EPSY 640 Experimental Design in Education I (3 hours)
- CPSY 631 Techniques of Counseling (3 hours)
- CPSY 679 Multicultural Counseling (3 hours)
- CPSY 626 Psychopathology (3 hours)

For those coming in with a MA/MS:
- EPSY 640 Experimental Design in Education I (3 hours)
- CPSY 631 Techniques of Counseling (3 hours)
- CPSY 679 Multicultural Counseling (3 hours)
- CPSY 626 Psychopathology (3 hours)
- CPSY 639 Practicum I (3 hours)

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

Course Waivers

Students who are seeking course waivers must submit (1) a letter listing the courses in which you are seeking a waiver; and (2) a copy of the course syllabus for each course that is being requested.

The following courses are not eligible for waivers:

- Psychopathology
- Multicultural Counseling
- Professional Issues/Ethics
- Any Statistics Course

Course waiver requests should be emailed to the Director of Training by August 15. Please include subject heading “Course Waiver” in your email. No late course waiver request will be considered. Course waivers are only considered during a student’s first year in the program. Undergraduate courses cannot be used as a waiver for graduate courses.
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 and Advisory Committee

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. Students should first select a Chair of the committee. The Chair will assist the student in selecting remaining members of the committee. However, final approval of committee members is determined by the dissertation Chair. 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.
Advising and Advisors

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 co-chair of your committee. 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 will have immediate supervision of the student’s research and dissertation and has the responsibility for calling required meetings of the Advisory Committee. 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 Student Advocate for the department is Dr. Laura Stough.
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. Specific information about counseling psychology program evaluations is located on page 37.

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 that 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:
http://researchcompliance.tamu.edu/irb/welcome

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.

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 that 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. Currently, one room at the CAC is equipped for providing long-distance, face-to-face counseling (in real time) to a remote site in Centerville, Texas.
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](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 services are available on-line.

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) 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 for all students, and it is observed as well for students in the department who may receive counseling at the center.

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.

**Disabilities Services**, 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**

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 Association (OCA)**

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

J. **Multicultural Services**

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. The department also offers Scholarship/fellowship information, extracurricular and academic counseling, a career development institute, and racial and cultural sensitivity and awareness seminars. The department also aids the University in its efforts to promote cultural pluralism in academics and extracurricular activities 845-4551.
Counseling Psychology Program

Information

2010
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 should 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 mission of the program is consonant with the strategic plan expressed for Texas A&M University in *Vision 2020: Creating a Culture of Excellence*. This statement champions the core values, mission, and vision of Texas A&M University, and it articulates the intention of the university to attain excellence in academic, research, service and teaching activities, and to develop leaders who will be involved on local, state, national and global stages. The following section explicates the three core themes of the counseling psychology doctoral program.

Theme One: Multiculturalism
The program recognizes that individuals exist in cultural, political, historical, and economic contexts. Understandably, these contexts significantly impact individuals' psychological development and every day functioning. Therefore, the counseling psychology faculty posits that inattention to these contexts in the training of psychologists is untenable. Accepting this premise as a mandate, the program aspires to mentor and train students who are culturally informed in theory, research, and practice. This is accomplished by actively: (a) recruiting a diverse and bilingual student cohort, (b) engaging in cutting-edge multicultural research in health, mental health, and educational disparities, (c) providing leadership and service in the area of health disparities, and (d) offering supervised counseling training with diverse clients.

The multicultural focus of the program can be described through three foci: targets, resources, and agencies and affiliations. All students in the program are required to have some common experiences such as the separate course in multicultural counseling, integration of multiculturalism throughout the curriculum, and supervised practica with diverse clientele. In addition, the program has an array of opportunities and experiences that augment the shared experience. Students vary considerably in their participation in these activities. For instance, a number of students are members of one of the three multicultural research teams; some students hold graduate assistantships in Project GEAR UP or the Center for the Study of Health Disparities; several students have been recipients of the competitive Diversity Fellowships. Overall, the program faculty intends for students to get a rich multicultural training experiences through the various avenues afforded.

Theme Two: Interdisciplinary Collaboration
The doctoral program recognizes the essential interdependency of counseling psychology with
other disciplines. The interdependency is pertinent to research, training and practice missions. Program students thus interact with a variety of faculty, professionals and clients in the university and community at large. It is noteworthy that the counseling program’s emphasis on interdisciplinary collaboration comports well with the same major focus on interdisciplinary activity at Texas A&M University, as well as with federal policy as expressed, for example, by the National Institutes of Health. The overall program objective is to inculcate in trainees a sophisticated appreciation of the methods, relevance and effectiveness of collaboration.

**Theme Three: Community Engagement**
The emphasis on community engagement is reflected in our partnerships with constituent agencies, institutions, and organizations. The program cultivates meaningful partnerships to advance the educational and training experience of students and to obtain community input for research, training, and policy initiatives. We use a scholarship-based approach to engagement that recognizes that community constituencies contribute to and participate in the creation of enriched training experiences, relevant research endeavors and informed policy initiatives. This has been explicitly demonstrated in the (1) development of health service delivery initiatives in Leon County (in collaboration with the CCHD and the Brazos Valley Health Partnership), (2) the development of policy statements and research initiatives for the VA Rehabilitation Research & Development Services, and (3) the development and implementation of psychological and educational initiatives in the Bryan ISD. In this process, the program effectively responds to the stated needs and priorities of the immediate community and engages students in opportunities to meet and address those needs. Such activities involve research, clinical, and consultative skills that are learned in our program and applied to address disparities in the community.

**Training Philosophy**
The Texas A&M Counseling Psychology program prepares scientist-practitioners within a cultural framework. 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-sensitive 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:

  o 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.
  o recognize the importance of multicultural sensitivity/responsiveness, knowledge, and understanding about race, ethnicity, sexual orientation, gender, age, religion, spirituality, and physical challenges.
  o recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
  o apply culturally-informed skills in psychological research and practice
  o use organizational change processes to support culturally-informed policy development and practices.

• The program aspires to prepare graduates to who can collaborate with constituent agencies, institutions and organizations that can promote the health and well-being of individuals and communities. This requires experience in interagency collaborations in service, training and research, and the program actively cultivates and maintains meaningful, interdisciplinary partnerships with several entities that advance the education and training experience of the program.
Thus, we prepare graduates to pursue valuable roles at the various 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.
### Goals and Objectives

**Goal 1:** To prepare students to be entry-level counseling psychologists.

**Objective 1A:** Students will be exposed to the current body of knowledge in the basic science core of psychology.

<table>
<thead>
<tr>
<th>Competencies Expected for Objective 1A</th>
<th>Evaluation Tools Used for this Competency</th>
</tr>
</thead>
</table>
| **1A1** - Students will demonstrate an in-depth understanding and knowledge of the developmental, biological, cognitive/affective, and social aspects of behavior. | 1. Course grades in the following areas:  
   **(a) Developmental**  
   One of the following: EPSY 646 Child & Adolescent Development, EPSY 647 Adult Development and Aging  
   **(b) Biological**  
   One of the following courses: PSYC 609 Physiological Psychology, VAPH 606 Neuroanatomical Systems in Laboratory Animals, EPSY 621 Clinical Neuropsychology, EPSY 618 Neuro/Genetic Disorders  
   **(c) Cognitive/Affective**  
   One of the following courses: PSYC 603 Motivation & Cognitive Processes, EPSY 673 Learning Theory, EPSY 690 Theory of Motivation, PSY 606 Learning  
   **(d) Social**  
   One of the following courses: PSYC 620 Theories of Social Psychology, SOCI 621 Social Psychology, CPSY 689 Social and Counseling Psychology Interface Seminar |
| **1A2** - Students will demonstrate an in-depth understanding and knowledge of the history of the discipline of psychology. | 2. Comprehensive Examination (Appendix M)  
3. **Proximal Evaluation Tool:** Alumni survey  
   (Appendix Q, item “How well did the specific content area prepare you for your current role as a counseling psychologist” . . . “General/Core Psychology”)  
4. **Distal Evaluation Tools:** Program results from the (a) 1997-2006 and the (b) 2005-2009 EPPP examinations on the following sections: Growth and Lifespan Development, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social and Multicultural Bases of Behavior. |
### How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 1A

<table>
<thead>
<tr>
<th>Objective 1A</th>
<th>Evaluation Tools for Measurement</th>
</tr>
</thead>
</table>
| **1A1** - Students will demonstrate an in-depth understanding and knowledge of the developmental, biological, cognitive/affective, and social aspects of behavior. | 1. Students must obtain a grade of “B” or better in the courses listed above for 1A.  
2. Students will pass 70% of the items in clinical section of the comprehensive exam as graded by at least two faculty members. Examinations are graded without any identifying student information. (Appendix M)  
3. Proximal Evaluation. Alumni will report average scores of 3 or higher on items that concern General/Core Psychology items.  
| **1A2** - Students will demonstrate an in-depth understanding and knowledge of the history of the discipline of psychology | |

### Objective 1B: Students will develop awareness, knowledge, and skills in the application of counseling practice, including diagnosis, assessment, conceptualization, and interventions.

<table>
<thead>
<tr>
<th>Competencies Expected for Objective 1B</th>
<th>Evaluation Tools Used for this Competency</th>
</tr>
</thead>
</table>
| **1B1** - Students will demonstrate an in-depth understanding and knowledge of theories and methods of counseling practice. | 1. Grades for the following courses:  
CPSY 631 Techniques of Counseling  
CPSY 632 Career Counseling  
CPSY 633 Introduction to Group Process  
CPSY 672 Theories of Counseling and Psychotherapy  
CPSY 639 Counseling Practica I  
CPSY 664 Counseling Practica II  
CPSY 683 Field Practicum in CPSY  
CPSY 666 Practicum in Counselor Supervision  
CPSY 679 Multicultural Counseling  
2. Field practicum evaluations (Appendix N) |
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<td>3.</td>
<td>Annual Evaluation (Appendix E)</td>
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<tr>
<td>4.</td>
<td>Comprehensive Exam (Appendix M)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Proximal Evaluation Tool.</strong> Alumni survey (Appendix Q, items that concern theories, counseling/psychotherapy practica, and items that assess working with diverse clients).</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Distal Evaluation Tool.</strong> Program results from the (a) 1997-2006 and the (b) 2005-2009 EPPP examinations on the following section: Treatment/Intervention.</td>
</tr>
</tbody>
</table>
### IB2 - Students will demonstrate an in-depth understanding and knowledge of theories and methods of psychological assessment.

1. Grades for the following courses:
   - EPSY 622 Measurement and Evaluation
   - EPSY 625 Advanced Behavioral Measurement
   - CPSY 626 Psychopathology
   - EPSY 627 Structured Personality Assessment
   - CPSY 664 Counseling Practica II
   - CPSY 683 Field Practicum in CPSY
   - SPSY 612 Individual Assessment of Children’s Intelligence
   - EPSY 627 Structured Personality Assessment

2. Field practicum supervisor ratings (Appendix O)

3. Annual Evaluation (Appendix E)

4. Comprehensive Exam (Appendix M)

5. **Proximal Evaluation**. Alumni survey (Appendix Q, item that concerns preparation for assessment and diagnosis).

6. **Distal Evaluation**. Program results from the (a) 1997-2006 and the (b) 2005-2009 EPPP examinations on the following section: Assessment and Diagnosis.

### IB3 - Students will demonstrate an in-depth understanding and knowledge of professional identity and standards.

1. Grades for the following courses:
   - CPSY 662 Professional Issues/Ethics
   - CPSY 690 Theory of CPSY Research
   - CPSY 684 Professional Internship

2. Field Practicum Evaluation (Appendix N)

3. Presenting at professional conferences (Appendix C, Student Handbook, pg. 50)

4. Writing and submitting manuscripts for publication (Appendix C, Student Handbook, pg. 50)

5. Annual Evaluation (Appendix E)

6. Comprehensive Examination (Appendix M)

7. **Proximal Evaluation**. Alumni survey (Appendix Q, items that assess preparation for ethical issues; item assessing involvement in continuing education).

8. **Distal Evaluation**. Program results from the (a) 1997-
2006 and the (b) 2005-2009 EPPP examinations on the following section: Ethical/Legal/Professional Issues.
<table>
<thead>
<tr>
<th>Objective 1B1</th>
<th>Students will demonstrate an in-depth understanding and knowledge of theories and methods of counseling practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students must obtain a grade of “B” or better in the courses listed above for 1B1.</td>
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<tr>
<td>2. Students will obtain an “acceptable level of proficiency” on over 70% of the items on the beginning practicum evaluation.</td>
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<tr>
<td>3. Students will obtain an “average for level” of proficiency on over 70% of the items field practicum evaluation.</td>
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<tr>
<td>4. Faculty achieve consensus on the annual evaluation of the student to determine adequate progress or need for remediation.</td>
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<tr>
<td>5. Students will pass 70% of the items in clinical section of the comprehensive exam as graded by at least two faculty members. Examinations are graded without any identifying student information. (Appendix M)</td>
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<tr>
<td>6. <strong>Proximal Evaluation.</strong> Alumni will report average scores of 3 or higher on items that concern theories, counseling/psychotherapy practica, and items that assess working with diverse clients.</td>
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<tr>
<td>7. <strong>Distal Evaluation.</strong> Graduates will obtain “passing” scores on the (a) 1997-2006 and the (b) 2005-2009 EPPP examinations on the section: Treatment/Intervention.</td>
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<tr>
<th>Objective 1B2</th>
<th>Students will demonstrate an in-depth understanding and knowledge of theories and methods of psychological assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students must obtain a grade of “B” or better in the courses listed above for 1B2.</td>
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<tr>
<td>2. Students will obtain an “average for level” of proficiency on over 70% of the items field practicum evaluation.</td>
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<tr>
<td>3. Faculty achieve consensus on the annual evaluation of the student to determine adequate progress or need for remediation.</td>
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<tr>
<td>4. Students will pass 70% of the items in clinical section of the comprehensive exam as graded by at least two faculty members. Examinations are graded without any identifying student information.</td>
<td></td>
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<tr>
<td>5. <strong>Proximal Evaluation.</strong> Alumni will report scores of 3 “satisfactory” or higher on items concerning assessment and diagnosis.</td>
<td></td>
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<tr>
<td>6. <strong>Distal Evaluation.</strong> Graduates will obtain “passing” scores on the (a) 1997-2006 and the (b) 2005-2009 EPPP examinations on the on the following section: Assessment and Diagnosis.</td>
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<table>
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<tr>
<th>Objective 1B3</th>
<th>Students will demonstrate an in-depth understanding and knowledge of professional identity and standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students must obtain a grade of “B” or better in the courses listed above for 1B3.</td>
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<tr>
<td>2. Students will obtain an “average for level” of proficiency on over 70% of the items field practicum evaluation.</td>
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<td>3. Students present at least one presentation at a professional conference.</td>
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</table>
4. Students submit at least 1 manuscript for publication consideration.
5. Faculty achieve consensus on the annual evaluation of the student to determine adequate progress or need for remediation.
6. Students will pass 70% of the items in clinical section of the comprehensive exam as graded by at least two faculty members. Examinations are graded without any identifying student information.
7. **Proximal Evaluation.** Alumni will report scores of 3 “satisfactory” or higher and alumni report number of at least 10 continuing education hours each year.
8. **Distal Evaluation.** Graduates will obtain “passing” scores on the (a) 1997-2006 and the (b) 2005-2009 EPPP examinations on the section: Ethical/Legal/Professional Issues.
Goal 2: To prepare students to be scientist-practitioners.

**Objective 2A:** Students will obtain the basic skills required to conduct and interpret psychological research.

<table>
<thead>
<tr>
<th>Competencies Expected for Objective 2A</th>
<th>Appendix Evaluation Tools Used for this Competency</th>
</tr>
</thead>
</table>
| **2A1** - Students will demonstrate an in-depth understanding and knowledge of research design and analysis. | 1. Grades for the following courses  
CPSY 690 Theory of CPSY Research  
CPSY 685 Directed Studies  
EPSY 640 Experimental Design in Ed. I  
EPSY 641 Experimental Design in Ed. II  
2. Annual Evaluation (Appendix E)  
3. Comprehensive Examination (Appendix M)  
4. Proximal Evaluation. Items on the alumni survey that assess preparation in research design and statistical and data analysis.  
5. Distal Evaluation. Program results from the (a) 1997-2006 and the (b) 2005-2009 EPPP examinations on the following section: Research Methods. |
| **2A2** - Students will demonstrate the ability to ethically and competently conduct and communicate research. | 1. Grades for the following courses  
CPSY 690 Theory of CPSY Research  
CPSY 685 Directed Studies  
EPSY 640 Experimental Design in Ed. I  
EPSY 641 Experimental Design in Ed. II  
2. Dissertation  
3. Writing and submitting manuscripts for publication (Appendix C, Student Handbook, pg. 50)  
4. Annual Evaluation (Appendix E)  
5. Alumni survey (Appendix Q, items that indicate participation in research activities) |

**How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 2A**
2A1 - Students will demonstrate an in-depth understanding and knowledge of research design and analysis.

1. Students must obtain a grade of “B” or better in the courses listed above for 2A1.
2. Faculty members will reach consensus at each annual evaluation that the student is displaying appropriate research and statistical skill congruent with program expectations and student interests. Annual Evaluation (Appendix E)
3. Students will pass 70% of the items in the research section of the comprehensive exam as graded by at least two faculty members. Examinations are graded without any identifying student information. (Appendix M)
4. Proximal Evaluation. Alumni will report average scores of 3 or higher on items that concern preparation in research design and statistical and data analysis.

2A2 - Students will demonstrate the ability to ethically and competently conduct and communicate research.

1. Students must obtain a grade of “B” or better in the courses listed above for 2A2.
2. Students will successfully conduct and defend a dissertation project as determined by dissertation committee members passing vote.
3. Students present at least one presentation at a professional conference.
4. Students submit at least 1 manuscript for publication consideration.
5. Faculty members will reach consensus at each annual evaluation that the student is displaying appropriate skill in ethically and competently conduct and understand research.
6. Proximal Evaluation. Alumni will report being active in research activities.
Goal 3: To prepare counseling psychologists who are operate as scientist-practitioners in interrelated areas of multiculturalism, community engagement, and interdisciplinary collaborations.

**Objective 3A:** Students will demonstrate knowledge of multicultural theory and research, and how to apply that knowledge in practice.

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<thead>
<tr>
<th>Competencies Expected for Objective 3A</th>
<th>Evaluation Tools Used for this Competency</th>
</tr>
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</table>
| 3A - Demonstrate knowledge and integration of theory and research in multiculturalism in their assessments and interventions with various culturally diverse clients. | 1. Course grade in CPSY 679 Multicultural Counseling  
  2. Annual Review Form (Appendix E)  
  3. Practicum Evaluation Form (Appendix N)  
  4. Comprehensive Examination  
  5. Internship Evaluation  
  6. Alumni survey. |

**Objective 3B:** Demonstrate skills in collaborating effectively and respectfully with other disciplines or professions in community and institutional settings.

<table>
<thead>
<tr>
<th>Competencies Expected for Objective 3B</th>
<th>Evaluation Tools Used for this Competency</th>
</tr>
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</table>
| 3B1 - Students will participate in multidisciplinary scholarly activities that address community needs on a local, state, and/or national level. | 1. Annual Review Form and online portfolio (Appendix E; portfolio _https://db.cehd.tamu.edu/portal/docreview/)  
  2. Writing and submitting manuscripts for publication, participating in conference presentations (Appendix C, Student Handbook, pg. 50) |
| 3B2 - Students will collaborate with community, state, and/or national agencies and utilize counseling psychology skills and knowledge to address community needs on a local, state, and/or national level. | 1. Practicum Evaluation Form (Appendix N)  
  2. Annual Review Form and online portfolio (Appendix E; portfolio _https://db.cehd.tamu.edu/portal/docreview/)  
  3. Writing and submitting manuscripts for publication, participating in conference presentations (Appendix C, Student Handbook, pg. 50) |

**Objective 3C:** Students will demonstrate an ability to use scientist-practitioner skills to address community needs.

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<thead>
<tr>
<th>Competencies Expected for Objective 3C</th>
<th>Evaluation Tools Used for this Competency</th>
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<tbody>
<tr>
<td>3C</td>
<td>Students will identify, critically examine, and when appropriate, select empirically supported interventions based on the needs and problems to be addressed in collaborations with community constituents.</td>
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<tr>
<td>3C</td>
<td>1. Annual Review Form and online portfolio (Appendix E; portfolio _<a href="https://db.cehd.tamu.edu/portal/docreview/">https://db.cehd.tamu.edu/portal/docreview/</a>)</td>
</tr>
<tr>
<td>3C</td>
<td>2. Writing and submitting manuscripts for publication, participating in conference presentations (Appendix C, Student Handbook, pg. 50)</td>
</tr>
<tr>
<td>3C</td>
<td>3. Practicum Evaluation Form (Appendix N)</td>
</tr>
<tr>
<td>3C</td>
<td>4. Internship Evaluations</td>
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### How Outcomes are Measured and Minimum Thresholds for Achievement for Objective 3A – 3C

<table>
<thead>
<tr>
<th>3A</th>
<th>Demonstrate knowledge and integration of theory and research in multiculturalism in their assessments and interventions with various culturally diverse clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>1. Students must obtain a grade of B or higher in the Multicultural Counseling course. With a grade of C or lower the course must be retaken.</td>
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<tr>
<td>3A</td>
<td>2. Students must obtain a grade of “B” or better in all practicum experiences.</td>
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<tr>
<td>3A</td>
<td>3. Written and verbal evaluations from practicum sites at collaborating agencies</td>
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<tr>
<td>3A</td>
<td>4. Satisfactory annual review</td>
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<tr>
<td>3A</td>
<td>5. Students must pass the comprehensive exam.</td>
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<tr>
<td>3A</td>
<td>6. Students must successfully complete the internship experience.</td>
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<tr>
<th>3B1</th>
<th>Students will participate in multidisciplinary scholarly activities that address community needs on a local, state, or national level.</th>
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<tr>
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<td>1. Faculty members will reach consensus at each annual evaluation that the student is participating in multidisciplinary scholarly activities that address community needs.</td>
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<td>2. Students present at least one presentation at a professional conference.</td>
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<td>3B1</td>
<td>3. Students submit at least 1 manuscript for publication consideration.</td>
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<tr>
<th>3B2</th>
<th>Students will collaborate with community, state, and/or national agencies and utilize counseling psychology skills and knowledge to address community needs on a local, state, and/or national level.</th>
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<tr>
<td>3B2</td>
<td>1. Students will obtain an “average for level” of proficiency on over 70% of the items on the field practicum evaluation.</td>
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<td>2. Faculty members will reach consensus at each annual evaluation that the student is collaborating with agencies to address community needs.</td>
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<tr>
<th>3C</th>
<th>Students will demonstrate competencies in collaborating with community agencies, institutions, and organizations to promote the health and well-being of individuals and groups</th>
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<tr>
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<td>5.</td>
<td>Students will successfully complete internship.</td>
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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 to discuss course registration before registering for any courses. The table below lists the required classes 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 CPSY 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. Required POST-BACHELORS Course Sequence

### Students Entering 2010

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<tr>
<td><strong>FIRST YEAR</strong></td>
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<tr>
<td>CPSY 679 Multicultural Counseling</td>
<td>CPSY 639, Practicum I</td>
<td>CPSY 683 CAC Field Practicum</td>
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<tr>
<td>CPSY 631 Techniques of Counseling</td>
<td>CPSY 633 Intro. to Group (OR CPSY 632 Career Counseling)</td>
<td>CPSY 662 Professional Issues/Ethics</td>
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<tr>
<td>CPSY 626 Psychopathology</td>
<td>CPSY 672 Theories of Counseling and Psychotherapy</td>
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<tr>
<td>1EPSY 640 Exper. Design I</td>
<td>EPSY 641 Exper. Design II</td>
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1If you do not have an undergraduate statistics course, you must take EPSY 435 or STAT 651 before enrolling in EPSY 640.
2These courses are offered on alternate years.

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<td>CPSY 664 Practicum II</td>
<td>CPSY 683 Field Practicum</td>
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<td>CPSY 690 Research in CPSY</td>
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## Counseling Psychology Ph.D. POST-MASTERS Course Requirements

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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 and will be noted as making “unsatisfactory progress” in the student’s annual evaluation and permanent record.

**Note about Incompletes**
The counseling psychology program faculty takes incomplete grades (noted as an “I” on a student’s record) very seriously. As such, students who have an “I” in any courses on the degree plan are not allowed to continue to field placement. The incomplete will be noted as unsatisfactory progress in the student’s annual evaluation and noted in their permanent record. The grade of “I” excludes some courses such as CPSY 691 Dissertation and CPSY 683 Field Practicum. [Note: CPSY 683 Assessment Practicum is **not** excluded.] Students may request program permission to carry an “I” for a short period of time. This request must include:
1) A formal letter written to the training director explaining the extenuating circumstances that necessitate an “I” in a course and a detailed timeline with dates and tasks that will be accomplished in order to completed the course.

2) A letter from the instructor indicating that she/he has agreed to assign an “I” and agrees a detailed timeline with dates and tasks that will be accomplished in order to completed the course. The student and the instructor must sign the letter.

Submission of a request does not guarantee students will be granted permission.

Students who fail to complete the course in a timely manner as agreed upon in the submitted letter to the program will be considered to not meet program expectations and will be noted as making “unsatisfactory progress” in the student’s annual evaluation and permanent record.
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. All materials in the portfolio must be present and complete by APRIL 15th. Your portfolio should include the following documents:

1) Yearly Evaluation Student Information Form (Appendix C)
2) Copies of submitted professional papers and/or presentations
3) A videotape of a counseling session that demonstrates student counseling skills. Include a brief client description to provide some context for the client videotape. (1st year students only; tapes are given to Dr. Rae)
4) A completed copy of the CPSY Academic Progress Checklist (Appendix D)
5) Copy of practicum hours excel file (located at http://cpsy.tamu.edu/student_forms/)
6) Copy of most recent vita
7) Copies of supervisor and/or instructor evaluation.
8) Copy of most recent transcript.

For instructions for uploading documents to the portfolio, contact the department academic advisor at 845-1833.

General areas that are evaluated during the annual review include the following:

Academic Progress and Research Skills
(Measures = GPA, publications, presentations, papers, dissertation proposal, comprehensive examinations, participation in class, participation in research teams)

- writing skill
- ability/verbal expression
- logical thinking & reasoning
- ability to synthesize and apply ideas
- abstract thinking ability
- ability to generate ideas
- research skills
- completing degree requirements in a timely fashion
**Professionalism**
(Measures = Observation by faculty, feedback from practicum & predoctoral internship supervisor, classroom behavior, faculty observations, practicum & predoctoral supervisor feedback, & faculty/student contact)

- knowledge of appropriate ethical guidelines in professional activities
- ethical behavior in academic environment
- fulfilling professional responsibilities (including keeping appointments, punctuality, maintenance of written records, practicing within area of competence, appropriate dress & behavior)
- collegial relationships with peers
- collegial relationships with faculty
- emotional maturity and stability
- constructive resolution of conflict
- interpersonal sensitivity & communication skills
- sensitivity to general issues of diversity
- openness to self examination & growth
- interest & commitment to learning
- appropriate classroom demeanor
- class attendance & participation.
- ability to meet deadlines
- maintaining contact with advisor
- completing program coursework in a timely fashion

**Clinical Skills**
(Measures = Practica supervisor & instructor evaluation, predoctoral internship evaluation, performance in practice-related classes)

- application of counseling theories & techniques
- assessment & diagnoses of mental health problems
- practice of career counseling
- techniques of prevention
- professional decision making & service delivery
- consideration of the current legal, social & contextual issues within clinical practice
- sensitivity to diversity in clients
After faculty evaluation of the student, the following actions are available to the faculty for students meeting unsatisfactory progress:

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.

**Failure to Maintain Professional Expectations**

The Counseling Psychology program is committed to graduating students who reflect the highest standards of profession and follows the Council of Chairs of Training Councils (CCTC) training model for counseling psychology programs. 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. In addition to monitoring academic progress, we have a professional, ethical, and legal obligation to evaluate a student’s emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice in order to ensure—insofar as possible—that students who complete the programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this obligation and commitment, and within the parameters of their administrative authority, the CPSY program will not advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.
Failure to maintain professional expectations in one or more of the evaluated areas (academic progress, research skills, clinical skills, and professionalism) 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. Failure to maintain professional expectations includes (but not limited to):

- **Academic Progress** – Students who receive a grade of a C, D, F, or U in a course on their degree plan are required to inform their faculty advisor/chair immediately upon notice. Students have one year to re-take the course and must make a B or better. Further, it is the program faculty’s discretion to determine if the student will be given permission to continue in field placement activities. If the grade of the course is not rectified within one year, the student is placed on probation or dismissed from the program as determined by the program faculty.

- **Clinical Skills** - Upon the recommendation of the student's clinical supervisor at their practicum site and after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work and/or supervision may be required to re-take practica and not allowed to continue to field practicum. If student’s clinical and/or supervision work does not meet professional expectations after remedial work, the student is placed on probation or dismissed from the program as determined by the program faculty.

- **Professionalism** – If, in the professional judgment of the faculty, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming (see list on page 36) at any time during the course of training (including, but not limited to, course work, practica, externships, internships, and violations of the student code of conduct), the faculty call for a meeting with the student to devise a plan for remediation. Further, it is the program faculty’s discretion to determine if the student will be given permission to continue in field placement activities. If student’s professionalism does not meet professional expectation after remediation, the student will be placed on probation or dismissed from the program as determined by the program faculty.
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. Because of the training nature of clinical work done in practica, all clinic supervisors share information (which may include personal information) with CPSY faculty about the student's performance in practica, which includes clinical, class, and supervisory performance as noted in the APA Ethics Code:

7.04 Student Disclosure of Personal Information
Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

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.

Students are expected to maintain records of all client-related work. Records will make it easier to verify clinical experiences when completing the APPIC application for Predoctoral Internships. An excel file to assist you in maintaining client hours can be found at:
http://cpsy.tamu.edu/student_forms/

Field Practica
Upon successful completion of practica and approval from the Field Practicum Coordinator, students are required to obtain field practicum experience. Sites that have been available for field practicum experience include Brazos Valley MHMR, TAMU Student Counseling Services (S.C.S.), Veterans Administration Medical Center (Houston, Waco, Temple and Austin), Federal the Women’s Prison and Austin State Hospital. The field practicum coordinator maintains an
updated list of sites. A licensed psychologist must supervise all students at a field practica site. Only one field practica placement (up to 2 semesters at 1 placement) may be supervised by a licensed mental health provider who is not a psychologist (e.g., LPC, Psychiatrist, etc.).

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

Students planning to take field practicum are required to apply and receive approval in the preceding semester. Students must submit a formal letter of request for field practica approval with the following information:

1. Place of Field Practicum
2. Stipend received (if any)
3. Name and Contact Information of Supervisor
4. Type of License and License number of onsite Supervisor (LCP, MFT, Psychologist, etc.)
5. Length of Placement (e.g., 1 year, 1 semester, etc.)

**Field Practica Application Deadlines:**
Fall Field Practica due July 1.
Spring Field Practica due October 15
Summer Field Practica due March 15

Practicum sites must be approved by the field practicum coordinator in consultation with the Counseling Psychology faculty. Students interested in an unapproved site may ask the coordinator to consider the site for approval but may not use the site until it has been approved. Efforts will be made to develop practicum sites at agencies where students will receive experience and training commensurate with the philosophies of the Counseling Psychology training program.
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. Students may be on more than one team, but must make a commitment to at least one team. On yearly evaluations, students must show evidence of team participation and increasing responsibility in research.

**Research Publication and Presentation**

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

**Internship**

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 submit the Academic Progress Checklist, Internship Intention Form, and supporting documentation by September 1st during the Fall semester of their last year in order to obtain permission to seek an internship (See Appendix D and E). All forms and documentation must submitted to the Director of Training by September 1st.

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 meet program standards for professional and personal growth as well as growth as a scientist and practitioner.
2. Students must have good standing in all four domains (academic, research, clinical, and professionalism).
3. Students must not be on probation.
4. Successfully proposed their dissertation before the end of the fall semester of the 4th year for students entering as post-bachelors. Students entering the program with a master's degree must successfully proposed their dissertation before the end of the fall semester of their 3rd year.

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.

In order for students to be able to submit their APPIC internship ranking, students must:

1. Have passed their comprehensive exams.
2. Have no failing grades (C, D, F, or U).
3. Have no Incomplete grades.
4. 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, with failing grades (C, D, F, or U), 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
Internship Letters of Recommendation

Department staff provides assistance in processing and mailing out internships letters of recommendation. To mail out letters in a timely matter, students must request letters of recommendation from faculty and supply supporting materials by May 15th. Supporting materials to include are:

- Current vita
- List of internship sites
- Copies of practicum evaluations

Additional supporting materials may be required by individual recommenders.
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 2009

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.

<table>
<thead>
<tr>
<th>Other Universities</th>
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1. Psychology Core (21)

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

2. Biological Bases of Behavior (3) (one of the following)
   - PSYC 609 Psychophysiology
   - 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
   - PSY 606 Learning

4. Social Bases of Behavior (3)
   - PSYC 620 Theories of Social Psychology
   - SOCI 621 Social Psychology
   - CPSY 685 Social and Counseling Psychology Interface Seminar

5. Individual Behavior (6)
   - CPSY 626 Psychopathology (No substitutions allowed)
   (Required cohort class – Fall 1st year)
   - EPSY 646 Child & Adolescent Development
   - EPSY 647 Adult Development and Aging

and one of the following:
6. Measurement (3)
   ___ 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.

   ___ EPSY 640 Experimental Design in Ed. I *(required)* (No substitutions allowed)
   ___ EPSY 641 Experimental Design in Ed. II *(required)* (No substitutions allowed)

   One Advanced Statistics Course:
   (No substitutions allowed)
   ___ EPSY 630 Single-Case Research
   ___ EPSY 637 Qualitative Methods & Analysis *(requires a prerequisite, see graduate catalog)*
   ___ EPSY 642 Meta-Analysis of Behavioral Research
   ___ EPSY 643 Applied Multivariate Methods
   ___ EPSY 651 Theory of Structural Equation Modeling
   ___ EPSY 652 Theory of Hierarchical Linear Models
   ___ EHRD 655 Qualitative Research Methods *(requires a prerequisite, see graduate catalog)*

2. Research Experience (11)
   ___ CPSY 685 Directed Studies (4) *(No substitutions allowed)*
       (Research Team Practicum)
       One credit hour per semester required. A total of four hours required.
   ___ CPSY 690 Theory of CPSY Research (3) *(required cohort class-Spring, 2nd year post BA)*
   ___ CPSY 685 Research Proposal Development (1-4) *(required cohort class-Spring, 3rd year post BA)*

3. Dissertation (12)
   ___ CPSY 691 Dissertation Research

III. Counseling Psychology Core (12)

1. Professional Orientation (3)
   ___ CPSY 662 Professional Issues/Ethics *(No substitutions allowed)*
       *(required cohort class- Summer 1st year)*

2. Career (3)
   ___ CPSY 632 Career Counseling

3. Multicultural Counseling (3)
   ___ CPSY 679 Multicultural Counseling *(No substitutions allowed)*
       *(required cohort class- Fall 1st year)*

4. Theory (3)
   ___ CPSY 672 Theories of Counseling and Psychotherapy
IV. Practitioner Core (39)

1. Diagnosis & Assessment (6)
   - SPSY 612 Individual Assessment of Children’s Intelligence
   - EPSY 627 Structured Personality Assessment

2. Interventions (9)
   - CPSY 631 Techniques of Counseling
   - CPSY 633 Introduction to Group Process
   - CPSY 689 Organizational Consultation: Theory & Practice

3. Practica (9)
   - CPSY 639 Counseling Practica I (No substitutions allowed)
   - CPSY 664 Counseling Practica II (No substitutions allowed)
   - CPSY 683 Assessment Practicum (No substitutions allowed)

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

4. Advanced Practica (6)
   - CPSY 683 Field Practicum (required; can be taken more than once)
   - CPSY 666 Practicum in Counselor Supervision

5. Internship (9)
   - EPSY 682 Internship Seminar
     - This is a 1-hour seminar. Typically taken the semester before applying for internship.
   - CPSY 684 Professional Internship
APPENDIX C: STUDENT INFORMATION FORM

Student Information Form
Yearly Evaluation Summary Meeting

Date:

Student's Name:

Graduate Study Committee Chair:
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.)? Also provide a list of research teams and dates you were active on the teams.

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 ACADEMIC PROGRESS CHECKLIST

Student: _______________________________________________
Dissertation Chair: ________________________________
Date: __________________________

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

Y  N  1.  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]
Y  N  2.  Student's GPR at TAMU is above requirement. (supporting documentation is in student's portfolio)
Y  N  3.  A paper has been presented at a regional, state or national psychological conference (paper or conference program is in student's portfolio)
Y  N  4.  Article has been submitted to a journal with student as first author or as a co-author (copy of editorial correspondence is in student's portfolio)
Y  N  5.  Master's and/or PhD Degree plan has been filed with the Office of Graduate Studies.
Y  N  6.  Preliminary examinations have been passed and report filed with the Office of Graduate Studies. [copy of filed report in student's portfolio]
Y  N  7.  Dissertation has been proposed and filed with the Office of Graduate Studies. [copy of filed report in student's portfolio]

_________________________________________________
Dissertation Chair                                      Date
DOCTORAL INTERNSHIP INTENTION

The student is responsible for filing his/her internship intention by September 1st 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.

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 or expected date

   Dissertation proposed and approved by committee
   ________Yes, expected date

   Indicate number of practicum clock hours completed (including masters hours):
   Direct ______
   Indirect ______
   Total ______

4. Courses completed to date (Please attach copy of transcript):

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 expectations you have for an internship (such as geographic location, type of agency, type of supervisor, client characteristics, stipend level, etc.)

8. Attach a list of 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
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 (OGS)

**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

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

**COUNT DOWN**

At least 4 weeks before defense: Defense must be held by middle of semester of graduation. See OGS calendar for specific dates.

| At least 2 weeks before defense | AC members give feedback; MAKE CORRECTIONS | OGS | DONE |
| At least 1 week before defense | REVISED copy to AC & GCR | OGS | DONE |
| 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. | OGS | DONE |

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* 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.