Stephen F. Austin State University
JAMES I. PERKINS COLLEGE OF EDUCATION
Department of Human Services

School Psychology
Doctoral Program

Program Approved by the
Texas Higher Education Coordinating Board

Doctoral Student
Handbook

Revised: February, 2018
Program Address:
Frankie Clark, Ph.D.
Program Director
Department of Human Services
Stephen F. Austin State University
P.O. Box 13019
Nacogdoches, TX 75962

Program Faculty & Staff:

Frankie Clark, Ph.D., LP, LSSP  
clarkfj@sfasu.edu  (936)468-1072

Luis Aguerrevere, Ph.D.  
aguerrevle@sfasu.edu  (936) 468-1153

Nina Ellis-Hervey, Ph.D., NCSP, LP, LSSP  
ellishernm@sfasu.edu  (936) 468-1306

Jillian Dawes, Ph.D.  
dawesj@sfasu.edu  (936) 468-1686

Daniel McCleary, Ph.D., NCSP, LSSP, LP  
mcclearydf@sfasu.edu  (936) 468-3940

Crystal Evans, Program Secretary  
evanscryst@sfasu.edu  (936) 468-1387
Program Resources

Program Advisory Council, Adjunct Faculty & Supervisors:

Robbie J. Steward, Ph.D., LPC  
stewardrj@sfasu.edu

Joseph Kartye, Ph.D., LSSP, LP  
jkartve@consollicated.net

Mitchalina Kenney, M.A. LSSP  
mkenney@nacisd.org

Sylvia Middlebrook, Ph.D., BCBA-D, LP  
middlebrs@sfasu.edu

Michael Walker, Ph.D., LP  
mwalker@sfasu.edu

Elaine Turner, Ph.D., LSSP  
sowellem@sfasu.edu

Dawn Green, Ph.D., LSSP  
greendr2@sfasu.edu

Jackie Peppard, Ph.D.,  
jacklynpierce@gmail.com
TABLE OF CONTENTS

General Information about the Program

Welcome to the School Psychology Doctoral Program

I. Overview of the School Psychology Program
   A. Program Overview ................................................................. 3
   B. Philosophy ........................................................................... 4
   C. Program Goals, Objectives, & Competencies ....................... 12
   D. State Licensure and Certification ........................................ 13
   E. Program Emphasis ................................................................. 15
   F. Accreditation/Approval ......................................................... 16

II. Admissions and Degree Requirements
   A. Student Selections ................................................................. 16
   B. Support for Diversity ............................................................... 17
   C. Student Demographics ........................................................... 18
   D. Program Sequence ................................................................. 18
   E. Residency ............................................................................. 21
   F. Grade Standards and Quality Points ....................................... 21
   G. Time Limitations ................................................................. 22
   H. Faculty ................................................................................. 22
   I. Degree Plan ........................................................................... 22
   J. Transfer Credit ...................................................................... 23
   K. Professional Standards ........................................................ 24
   L. Student Support Opportunities and Resources ..................... 24

III. Making Changes
   A. Due Process ........................................................................ 27
   B. Independent Study ................................................................. 29
   C. Changing Degree Plan ........................................................ 29

IV. Evaluation and Review of Student Performance
   A. Process for Evaluation of Student Progress ......................... 29
   B. Retention ............................................................................. 29
   C. Inactive Status .................................................................... 30
   D. Leave of Absence ................................................................. 30
   E. Probation and Dismissal ....................................................... 30
V. Practicum and Internship Requirements

A. Practicum Requirements ................................................................. 30
B. Internship Requirements ............................................................... 31

VI. Petition for Candidacy

A. Petition for Doctoral Degree Candidacy ........................................... 34
B. Doctoral Comprehensive Examinations ............................................. 35

VII. Doctoral Dissertation Requirements and Procedures

A. Doctoral Dissertation Committee .................................................... 35
B. The Dissertation Process ............................................................. 36

Appendices

A. Appendix A: Memorandum of Agreement: Internship ...................... 41
B. Appendix B: Statement of Agreement: Internship ............................. 51
C. Appendix C: Practicum Affiliation Agreement ................................. 55
D. Appendix D: Statement of Agreement: Practicum ............................ 59
E. Appendix E: Student Corrective Action Plan ................................... 62
F. Appendix F: Individual Student-Advisor Review ............................... 66
G. Appendix G: Policy Statement on Impairment, Incompetence, and Ethical Misconduct ................................................................. 69
H. Appendix H: Dissertation Committee Form .................................... 72
I. Appendix I: Application for Dissertation Examination ....................... 73
J. Appendix J: Dissertation Proposal Approval Form ............................ 74
K. Appendix K: Report of Dissertation Exam ...................................... 75
L. Appendix L: Approval of Enrollment for Independent Study .............. 76
M. Appendix M: Request To Change Advisor Form ............................... 77
N. Appendix N: Graduate Transfer Credit .......................................... 78
O. Appendix O: Checklist for Annual Evaluations ............................... 79
P. Appendix P: Portfolio Scoring Directions ....................................... 80
Q. Appendix Q: Social Media Do’s and Don’ts for Students and Practitioners
Welcome

Dear Student,

On behalf of the faculty, staff, and students of the Department of Human Services at Stephen F. Austin State University, I welcome you to the School Psychology Doctoral Program. Whether you are coming to us from near or far, you are joining a dynamic community of faculty and students who are engaged in learning, teaching, research, and professional leadership in the field of school psychology. With the ongoing advance of research and professional practice, we believe that the spirit of inquiry and the dedication to professionalism that flows from the scientist-practitioner model will be a career-long gift. We hope you will find the School Psychology Program, the Human Services Department, the James I. Perkins College of Education, and University to be an exciting, stimulating environment in which to grow professionally and personally.

The role of school psychologist is a complex one that requires a variety of technical skills and personal qualities to be successful. Care has been taken to sort out the skills, knowledge, and qualities that should prepare you to work effectively with future clients and varied work settings. However, no training program can singularly develop all that is necessary. Your professional development ultimately depends upon your own abilities, desires, and initiative to learn and grow. By joining our program, you are also joining the specialty of school psychology, the community of school psychologists, and the even broader community of psychologists. Your experience as part of the school psychology community will be enhanced by becoming a student member of such organizations as the American Psychological Association (APA), the Texas Psychological Association (TPA), the National Association of School Psychologists (NASP), Texas Association of School Psychologists (TASP), the Association for Behavior Analysis International (ABAI), and the Texas Association for Behavior Analysis (TxABA). We strongly encourage membership in professional organizations and active engagement in our program-level student organization, which will prove beneficial in becoming a part of our local community.

The program faculty members have prepared this handbook to serve as a guide while you complete the doctoral program. We suggest you use it as your first source of reference for any questions you may have; however, please remember that your faculty advisor is the best point of contact you have with the program.
General Information about the Doctoral Program

Stephen F. Austin State University (SFA) is a regional university located in Nacogdoches, TX, a thriving historic community nestled in the beautiful piney woods of East Texas, only 132 miles from Houston and 165 miles from Dallas. With a student population of approximately 13,000, SFA has a strong reputation for excellence. Located within the Stephen F. Austin State University (SFASU) Perkins College of Education (PCOE) Department of Human Services, the School Psychology Program has a long-standing commitment to engagement in cutting edge research, training practices, and the integration of technology in both domains.

Facilities. The Human Services and Telecommunication Building’s (HSTC) network infrastructure accommodates gigabit Ethernet to the desktop for high-speed networking. It contains Interactive Television classrooms with H.323 protocol and H.320 backward compatibility. There is a digital video editing facility with the ability to stream media feeds for interactive Internet-distributed multimedia content. All classrooms have Ethernet connectivity for student use as well as multimedia presentation capability, Internet access, document cameras and sophisticated built-in computer systems. In addition, the building and campus offers wireless connection capability for students.

Many resources also are available in the College of Education, including a TV studio, Macintosh computer lab, and an audiovisual materials lab. State-of-the-art technology is available to students and faculty through the Center for Professional Development and Technology.

In addition to the above facilities and resources, the Human Services Building also contains a School Psychology Assessment Center, Human Neuroscience Laboratory, the Counseling Clinic, Stanley Speech and Hearing Clinic, and the Cole Audiology Laboratory. The Journal of Human Services: Training, Research and Practice, http://scholarworks.sfasu.edu/jhstrp/, with a national and international representation on the Editorial Board, serves as an accessible opportunity for the publication of faculty and students’ scholarship. The departmental website is www.humanservices.sfasu.edu, which provides an overview of all opportunities available. These settings have state-of-the-art equipment for training students in applied practice and research. Both the Counseling Clinic and Speech and Hearing Clinic have recording capabilities in all the clinic rooms, conference rooms, and student work areas. The SFA School Psychology Program includes resources for clinical and research experiences.

The School Psychology Program provides graduate study in the field of school psychology and operates consistently within the PCOE vision and mission:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

Consistent with the Perkins College of Education, the School Psychology Program faculty members strive to provide a program consistent with our beliefs. We believe in academic excellence, critical reflective thinking, lifelong learning, collaboration and shared-decision making, openness to new ideas and cultural diversity, integrity, responsibility, ethical behavior, and service that enriches the community and the professional field.
I. Overview of the School Psychology Doctoral Program

The SFA School Psychology Doctoral Program was authorized by the Texas Higher Education Coordinating Board (THECB) in 2009. The doctoral program is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of critical and creative problem-solving. The mission of our program is to apply scientific knowledge and method to the assessment and treatment of learning, behavior, and psychosocial problems in general and special education populations in public schools. Our program emphasizes critical thinking, communication, personal responsibility, social responsibility, empirical and quantitative skills, and teamwork. A cohort training model is used based on an established course sequence and the instructional modality is face-to-face in a physical classroom. Students in the School Psychology Program will be prepared to become licensed doctoral-level health service psychologists, who can work effectively with children and families. In addition, our students may be employed as educators, researchers, and/or practitioners in public schools and higher education as well as health service psychologists in community mental health facilities, hospital/medical settings and independent practice.

A. Program Overview

The School Psychology Doctoral Program at SFA embraces a practitioner-scientist/scholar model of training in which practice, research, and theory are considered integrated components. The emphasis is on developing competencies necessary for functioning in the applied setting of the public schools. The school psychology program is dedicated to training graduates who are competent in each area:

**Practitioner:** The practitioner is expected to demonstrate a high level of expertise in the professional practice of school psychology. This expertise includes the areas of consultation, assessment, and intervention.

**Scientist:** The scientist is expected to understand and advance basic knowledge in school psychology. Students are educated to be skilled consumers of research as well as researchers capable of examining relevant problems, both empirical and applied.

**Teacher:** A teaching component has been added to give our students opportunities to teach on a collegiate level.

The 66-hour Ph.D. program in School Psychology is grounded in the scientist-practitioner training model. The program views the role of scientist-practitioner as one who is: (1) a consumer of empirically-based practices, (2) a reflective decision maker regarding professional actions and, (3) a researcher who collects data from their own settings and reports these findings to the professional
community. The program adheres to the idea that practice and research should reciprocally influence and strengthen each other. The program prepares students to integrate scientific knowledge and skills into all professional activities, to promote empirically established practices on behalf of those being served, and to exemplify the legal and ethical standards of the psychology profession.

The Stephen F. Austin School Psychology Program stresses the applied scientific nature of school psychology and its professional and ethical responsibilities to those that it serves while respecting the cultural diversity with all those with whom its faculty and students work. Within the training orientation, emphasis is placed on effective scientifically supported interventions for academic, behavioral, and family and system problems.

B. Philosophy

The primary purpose of the program is to prepare students to provide and promote scientifically research-supported, psychological services for children, youth, families, and schools. The program is founded on the central belief that school psychologists offer a unique and valuable contribution to society through the provision of scientifically sound prevention and intervention services. The need for quality school psychological services has been strongly felt throughout the state of Texas, the United States, and beyond.

As a program within the Department of Human Services in the Perkins College of Education, the program emphasizes the professional identity of school psychologists within the broader field of psychology that prepares students to competently perform a variety of school psychology functions, and an education that values and respects cultural diversity among students, faculty, and service recipients.

The program’s philosophy is operationalized through the following specific values:

1. Approaches every aspect of professional functioning from a science-based practice perspective;

2. Adopts a systems-based ecological framework that acknowledges the multiple influences on human behavior including biological, environmental, cultural, familial, socio-political, and institutional influences;
3. Works respectfully, collaboratively, and ethically with parents, teachers, and other key individuals in the lives of children and youth;

4. Treats every person as a unique individual who is capable of improving his or her life in dignified and meaningful ways;

5. Honors and accommodates human diversity while acknowledging basic aspects of human functioning that are common to people of all ages and backgrounds;

6. Advocates and upholds the legal and ethical standards of the psychology profession;

7. Honors our role as citizens of the school psychology profession by giving back to the profession through leadership and other service-related activities in professional organizations, research and dissemination activities, and other forms of service to the profession;

8. Serves a pragmatic societal function in the state of Texas and beyond through the provision of quality prevention and intervention services to children, youth, parents, and families; and

9. Maintains a steadfast commitment to professional improvement and accountability through the ongoing evaluation of all professional activities.

From its inception, the program has been anchored in the accreditation criteria of the American Psychological Association (APA), and the National Association of School Psychologists (NASP). The program integrates the following philosophical and ethical foundations of the American Psychological Association in all training activities:

- Psychologists are committed to increasing scientific knowledge of behavior and people’s understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society.
- Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication.
- They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many
roles such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. (From the preamble of the Ethical Principles of Psychologists and Code of Conduct, APA, 2002; http://www.apa.org/ethics/code/index.aspx).

The program honors the following tenets of the National Association of School Psychologists:

The mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service. (From the mission statement of the National Association of School Psychologists, https://www.nasponline.org/utility/about-nasp)

The School Psychology curriculum addresses each of the Domains of School Psychology Training and Practice (2010) as outlined in NASP Standard II. Evaluations associated with each course assess student knowledge to ensure that students attain competencies in professional skills needed to deliver effective services for children in schools.

The matrix below demonstrates how each course required in the School Psychology program addresses the NASP Domains of School Psychology Training and Practice.

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making and Accountability**
  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

  As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

  Based on the above domain, your didactic course work, thesis, current supervised research in conjunction with faculty, or recently completed internship experience, you have seen that school psychologists must be able to use assessment strategies to gather information and define current problem areas, strengths, and needs for individuals, groups, and systems.
a. EPS 602 Applied Behavior Analysis  
b. EPS 623 Ethics  
c. EPS 650 Research Methods  
d. EPS 652 Single Subject Research Methods  
e. EPS 653 Advanced Single Subject Research Methods  
f. EPS 668 Child/Family Assessment  
g. EPS 671 Severe Developmental Disabilities/Autism  
h. EPS 672 Advanced Neuropsychological Assessment  
i. EPS 666 Verbal Behavior  
j. EPS 655 Practicum  
k. EPS 695 Internship  

• **Domain 2: Consultation and Collaboration**  
  School psychologists have knowledge of varied models and strategies of  
  consultation, collaboration, and communication applicable to individuals, families,  
  groups, and systems and methods to promote effective implementation of services.  
  
  As part of a systematic and comprehensive process of effective decision making and  
  problem solving that permeates all aspects of service delivery, school psychologists  
  demonstrate skills to consult, collaborate, and communicate with others during  
  design, implementation, and evaluation of services and programs.  
  
  Thus, school psychologists must have the ability to listen well, participate in  
  discussions, convey information, and work together at an individual, group, and  
  systems level.  
  
  a. EPS 629 Child and Adolescent Therapy  
  b. EPS 652 Single Subject Research Methods  
  c. EPS 685 Child and Adolescent Psychopathology  
  d. EPS 655 Practicum  
  e. EPS 690 Dissertation  
  f. EPS 695 Internship  

Direct and Indirect Services for Children, Families, and Schools  
Student-Level Services  
• **Domain 3: Interventions and Instructional Support to Develop Academic Skills**  
  School psychologists have knowledge of biological, cultural, and social influences on  
  academic skills; human learning, cognitive, and developmental processes; and  
  evidence-based curricula and instructional strategies.  
  
  School psychologists, in collaboration with others, demonstrate skills to use  
  assessment and data-collection methods and to implement and evaluate services that  
  support cognitive and academic skills.  
  
  Based on this domain, it is apparent that school psychologists must be able to develop  
  challenging but achievable cognitive and academic goals for all students, provide  
  information about ways in which students can achieve these goals, and monitor  
  student progress toward these goals.
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

From your recently completed course work, thesis, current research, or recently completed internship experience, you have seen that school psychologists must be able to develop challenging but achievable, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Based on this domain, school psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.
• **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

  School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

  From your recently completed course work, thesis, your ongoing research activities with faculty members, or recently completed internship experience, you have seen that school psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community.

  a. EPS 629 Child and Adolescent Therapy  
  b. EPS 652 Single Subject Research Methods  
  c. EPS 666 Verbal Behavior  
  d. EPS 655 Practicum  
  e. EPS 685 Child and Adolescent Psychopathology  
  f. EPS 690 Dissertation  
  g. EPS 695 Internship

• **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

  School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

  Based on the above domain, it follows that school psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.
a. EPS 629 Child and Adolescent Therapy  
b. EPS 652 Single Subject Research Methods  
c. EPS 685 Child and Adolescent Psychopathology  
d. EPS 655 Practicum  
e. EPS 690 Dissertation  
f. EPS 695 Internship

Foundations of School Psychological Service Delivery

- **Domain 8: Diversity in Development and Learning**  
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

  School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

  Thus, school psychologists must have knowledge of various influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community.

  a. EPS 623 Ethics  
  b. EPS 666 Verbal Behavior  
  c. EPS 652 Single Subject Research Methods  
  d. EPS 671 Severe Developmental Disabilities/Autism  
  e. EPS 655 Practicum  
  f. EPS 690 Dissertation  
  g. EPS 695 Internship

- **Domain 9: Research and Program Evaluation**  
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

  School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
It follows that school psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

- PSY 501 Advanced Statistics in Psychology I
- EPS 602 Applied Behavior Analysis
- EPS 623 Ethics
- EPS 651 Multivariate Analysis
- EPS 650 Research Methods
- EPS 652 Single Case Research Methods
- EPS 653 Advanced Single Subject Research Methods
- EPS 655 Practicum
- EPS 668 Child/Family Assessment
- EPS 672 Advanced Neuropsychological Assessment
- EPS 690 Dissertation
- EPS 695 Internship

- **Domain 10: Legal, Ethical, and Professional Practice**
  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

  School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

  - EPS 623 Ethics
  - EPS 650 Research Methods
  - EPS 652 Single Case Research Methods
  - EPS 655 Practicum
  - EPS 672 Advanced Neuropsychological Assessment
  - EPS 690 Dissertation
  - EPS 695 Internship

**C. School Psychology Program Goals, Objectives, & Competencies**

The School Psychology Program’s philosophy holds that one learns best by engaging in evidence-based intervention. The program mission is to apply behavioral scientific knowledge and methods to the assessment and treatment of learning, behavior, and
psychosocial problems in regular and special education populations in the public schools. Our program emphasizes functional analytic, collaborative, and data-based decision making expressed in the following themes:

1. An appreciation and respect for the special attributes, dignity, diversity, and unique characteristics of each student as a contributor to our culture;

2. A commitment to support the best interests of students over and above bureaucratic and procedural demands of institutions;

3. An emphasis on the scientist-practitioner model of problem solving directed at behavioral assessment, intervention, follow-up treatment, consultation, applied and basic research, and on-going program evaluation.

4. Our training model assumes that the primary functions of a school psychologist are relevant to both academic and social issues within the public school system as well as mental health issues outside the academic realm. An additional tenet of this training model is that the school psychologist’s service is most effective when it is approached from a data-based decision making orientation.

These goals and the manner in which they are operationalized are consistent with the Stephen F. Austin State University mission, which states that the University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. These goals also reflect the mission of the James I. Perkins College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

Graduates will be qualified to contribute substantially to the following needs and service trends:

1. provision of scientific research-based intervention services to children for academic, behavioral and emotional problems within the schools, where they can be delivered most immediately and effectively;

2. provision of prevention services through assessment screenings, systems analysis, and data analysis;
3. creation and provision of culturally responsive interventions and helping services to children of all backgrounds;

4. provision of services for early detection and intervention for children from preschool to high school with significant behavioral, cognitive, physical, and psychological challenges;

5. implementation of applied research and dissemination pertaining to wellness and remedial programs for children and youth;

6. establishment of effective data collection and analysis systems for school and program improvement;

7. assessment of instructional, behavioral and emotional problems;

8. consultation services with schools, teachers and parents provision of assessment and interventions for children, adolescents, and families in environments that include but are not limited to schools, colleges/universities, community mental health setting, hospitals, and specialized treatment settings.

D. State Licensure and Certification at the Doctoral Level

Licensure requires meeting the Administrative Rules and Standards of the Texas State Board of Examiners of Psychologists. In addition to the degree in School Psychology, students must pass a national exam for licensure: the Examination for the Professional Practice of Psychology (EPPP) for licensure as a psychologist (doctoral level) or as a licensed psychological associate (Master’s level); or the National School Psychology Examination (ETS/NTE #40) for licensure as a Licensed Specialist in School Psychology (LSSP). Both levels of licensure, licensed psychologist and licensed specialist in school psychology, require the passing of a state jurisprudence exam as well. Other requirements include a one year doctoral internship supervised by licensed psychologists, and a one year postdoctoral experience supervised by a licensed psychologist. Provisional licensure must be acquired prior to full licensure. EPPP and the Jurisprudence examination must be passed prior to this credential assignment. TSBEP rules and regulations change frequently. It is the responsibility of the professional to remain informed of these changes. TSBEP has set rigid deadlines and guidelines, and students should request their information packet, review it carefully in order to be well prepared for the licensure process. The licensure process is an expensive process. Candidates should be prepared to spend as much as $1000 to obtain licensure.

Texas State Board of Examiners of Psychologists
333 Guadalupe, Suite 2-450
Austin, TX
State Licensure as a Licensed Specialist in School Psychology (LSSP) in the State of Texas includes meeting the requirements of the Texas State Board of Examiners of Psychologists. Subsequent to the degree in School Psychology from a regionally accredited university, candidates must pass a national exam for licensure: the National School Psychology Examination Praxis Series, School Psychologist exam. These examinations are administered every other month beginning in January. Texas’ minimum passing score for Licensed School Psychologists is 147. Licensure requires the passing of a state jurisprudence exam as well. The Jurisprudence Examination is required of all candidates for licensure and covers the Texas Psychologists’ Licensing Act, Board rules and regulations, and applicable Texas laws.

Texas State Board of Examiners of Psychologists
333 Guadalupe, Suite 2-450
Austin, TX
512-305-7700
www.tsbep.state.tx.us

Certification as a Nationally Certified School Psychologist (NCSP)
NASP offers the NCSP credential. All students are required to take and pass the NCSP examination during enrollment in EPS 595 School Psychology internship. To obtain certification as an NCSP, students must have their credentials reviewed by the NCSP Board (administered by the National Association of School Psychologists). Successful completion of the NCSP examination and review of application material by NASP will then earn the NCSP certification. Continued NCSP certification requires on-going professional development with 75 documented clock hours of in-service education every three years. An application packet for the NCSP may be obtained from:

National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
301-657-0270

E. Program Emphasis

The emphasis of this curriculum is on prevention and intervention within the context of data-based decision making. While preparing students to deal effectively with maladaptive behaviors and difficulties at the individual and
systems level, the program also prepares students to identify and utilize strengths and resources of individuals and systems.

To achieve its goals, the program provides extensive training in the foundations of psychology and prepares its students to practice school psychology at a high-level of professional proficiency. The areas covered in the foundations include:

1. biological aspects of behavior
2. cognitive and affective aspects of behavior
3. social aspects of behavior
4. history and systems, mental health and psychopathology
5. psychological measurement and statistics
6. research methodology
7. data-analysis

Those aspects of the doctoral curriculum that relate to professional practice and which comprise strong components of the program include:

1. traditional and functional assessment and data-based decision making
2. prevention and intervention
3. collaboration, consultation, and supervision
4. individual and cultural diversity
5. organizational change and program evaluation
6. legal, ethical, and professional issues in school psychology
7. extensive practicum experience
8. a comprehensive internship

The faculty members of the School Psychology program are dedicated to working with students in a close mentoring relationship in order to prepare them for doctoral-level practice and research. They encourage students to pursue outside experiences and professional interactions (e.g., student membership in professional organizations, presentations at regional and national conferences, and publication in refereed professional journals). In particular, faculty in the school psychology program are dedicated to working with students from diverse and multicultural backgrounds and are particularly interested in promoting the achievements of students from under-represented populations. As per the Texas Higher Education Coordinating Board’s authorization of this doctoral program, didactic instruction is provided face-to-face in a classroom or other appropriate setting. Online classes are not provided within the 66 hour doctoral course sequence.

F. Accreditation/Approval

Stephen F. Austin State University is accredited by Southern Association of Colleges and Schools (SACS) and the Texas Higher Education Coordinating Board as a Bachelor's, Master’s, Specialist, and Doctoral degree granting
institution. The National Council for the Accreditation of Teacher Education (NCATE) accredits teacher education programs at the bachelor’s, master’s, and specialist’s degree levels.

The Master of Arts program curriculum in school psychology is fully accredited by NCATE and approved by the National Association of School Psychologists (NASP) at the specialist level. The SFA Graduate School adheres to the Guidelines of the Council of Graduate Schools in the United States, and the SFA school psychology program adheres to the Council’s charge to protect the rights of students.

The Doctoral program is organized and on a trajectory toward APA and NASP accreditation as we achieve the necessary milestones to meet the standards for accreditation.

II. Admissions and Degree Requirements

A. Student Selection

There are three different paths for student selection in admission to the doctoral program. Applicants with MA or specialist degrees in school psychology from NASP-accredited programs, who receive positive ratings of required application materials (i.e., completed university application, GRE scores, official transcripts, professional interests and goals narrative, vita, letters of recommendation from faculty and/clinical supervisors) and faculty interview shall be admitted. The School Psychology Graduate Application process can be located on the program webpage http://www.sfasu.edu/humanservices/97.asp.

Applicants with master’s degrees in disciplines other than school psychology and those with only BA degrees will be considered for admission using the same criteria in evaluation. All applicants will be required to complete a School Psychology MA degree on the path to the completion of the doctoral degree. Degree plans will be adjusted accordingly and the most competitive undergraduate juniors in psychology or psychology-related fields may apply for early admission through the SFA Overlap Program http://www.sfasu.edu/humanservices/documents/overlap-rec_fm_062014.pdf.

Admission decisions are based on full faculty review of applications, size of incoming cohort, and consideration of the collective body of application materials. Although there are no required minimum GRE scores, a score of 300
(153 verbal and 147 quantitative using the new scale) or 1000 (500 verbal and 500 quantitative using the dated scale) will be considered competitive. Scores must be dated no earlier than 2 years prior to application.

Applications may be submitted throughout the year. The earliest faculty review will occur December 6th and those received before March 6th will be given priority in admissions and in decisions about the allocation of available doctoral assistantships. After this deadline, an ongoing review of applications will continue. All submitted applications will be processed, but those received after the priority deadline will be considered for admission only on a "space-available" or in the case of 'special exception', to be determined by full-program faculty review.

For an application file to be considered complete and eligible for review, required materials must be received in both the SFASU Department of Human Services, School Psychology program AND the SFA Graduate School. It is strongly advised that the application process begins well in advance of the anticipated date of initial enrollment.

It is anticipated that the program will accept 8-10 new students per year, with emphasis on attracting a highly qualified and diverse doctoral student population.

**B. Support for Diversity**

The program faculty members are committed to supporting diversity. Following the guidelines of APA, the program faculty members make systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, the program faculty act to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program faculty avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology.

**C. Student Demographics**

The first graduating class was in 2013; there have been 20 graduates since the opening in 2009, among them were one international student and 3 males. Since the opening of the program, there has been an overall 16% attrition. Racial/ethnic
minority enrollment is approximately 32% of the total graduate enrollment in school psychology. About 95% of the students are female. The age distribution of ranges from 23-50 years of age.

Approximately 25% of the new students enter with a master’s degree in school psychology or a related field (counseling, social work), and the other 75% enter with a bachelor’s degree (usually in psychology). The number of applicants with bachelor’s degrees has increased over the last 2 years. (See http://www.sfasu.edu/humanservices/97.asp for additional information.)

Minimum Completion Requirements

The doctoral program in School Psychology includes formal course work, practica and internship experiences, participation in local, regional or national professional organizations, comprehensive evaluation, and dissertation research. Doctoral students are required to take 66 semester hours, including the full-time academic year internship. Students are encouraged to attend full time and follow the sequence of courses. With permission, students may have a part-time Plan of Study designed. Following the recommended full time sequence, the average time for completion of the doctoral program for full time students, who enter with a master’s degree, is 3 years. For students who enter without a master’s degree it is five years. Failure to strictly follow the program degree plan will delay graduation. The graduate school requires that the doctoral degree be completed within 10 years from the time of initial enrollment at SFA.

D. Program Sequence and Curriculum

The recommended course sequence for full-time enrolled students who enter with a NASP-accredited MA or Specialist School Psychology degree is presented in the following table.

<table>
<thead>
<tr>
<th></th>
<th>YEAR ONE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Summer I &amp; II</td>
</tr>
<tr>
<td>EPS 668: Child/Family Assessment NEH</td>
<td>EPS 629: Child and Adolescent Therapy LM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 623: Ethics NEH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 12 hours</td>
<td>Total: 12 hours</td>
<td>Total: 9 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Prepare for Internship Application</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 12 hours</strong></td>
<td>Total: 9 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 9 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>YEAR TWO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Summer I &amp; II</td>
</tr>
<tr>
<td>EPS 671: Severe Dev. Disab./Autism GK</td>
<td>EPS 602: Applied Behavior Analysis GK</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 690: Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPS 655B: Practicum DM</td>
<td>EPS 655C: Practicum DM</td>
<td>EPS 655A: Practicum NEH</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>EPS 651: Multivariate Analysis LA</td>
<td>EPS 666: Verbal Behavior GK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPS 690: Dissertation Committee Identified and Completed Proposal Development w IRB approved.</td>
<td>EPS 690 Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Internship Application</td>
<td>EPS 650: Advanced Research Methods LA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doctoral Comprehensive Examination/Dissertation Completion and Oral Defense</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total: 12 hours</strong></td>
<td><strong>Total: 12 hours</strong></td>
<td><strong>Total: 3 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

**YEAR THREE**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I &amp; II</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 695: Internship LM</td>
<td>EPS 695: Internship LM</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 3 hours</strong></td>
<td><strong>Total: 3 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

For applicants with a non-School Psychology master’s degree or a bachelor’s degree only, the following table might be used as a guide for enrollment.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>EPS 550: Research Methods</td>
</tr>
<tr>
<td><strong>Total: 12 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>EPS 561: Social Basis of Beh.</td>
</tr>
<tr>
<td><strong>Total: 12 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>EPS 652: Single Case Res. Methods</td>
</tr>
<tr>
<td><strong>Total: 12 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>EPS 671: Severe Dev. Disab./Autism</td>
</tr>
<tr>
<td>EPS 655B: Practicum</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>EPS 651: Multivariate Analysis</td>
</tr>
<tr>
<td>EPS 690: Dissertation Committee Identified and Completed Proposal Development w IRB approved.</td>
</tr>
<tr>
<td>Submit Internship Application</td>
</tr>
<tr>
<td>Doctoral Comprehensive Examination/Dissertation Completion and Oral Defense</td>
</tr>
<tr>
<td><strong>Total:</strong> 12 hours</td>
</tr>
<tr>
<td><strong>YEAR FIVE</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>EPS 695: Internship</td>
</tr>
<tr>
<td><strong>Total:</strong> 3 hours</td>
</tr>
</tbody>
</table>

After faculty members’ careful study of transcripts, degree plans are developed and distributed to each student upon admission. Program shifts in course schedules will only occur in cases of unanticipated, significant, attrition within cohorts. Part-time enrollment is not encouraged, particularly for post-BA students, when the anticipated completion may not occur within the 10-year period. However, any student who plans to attend part-time at any point during enrollment will be required to work closely with the program secretary to develop a customized degree plan. Changes in any degree plan due to student’s change in enrollment status or the program’s required adjustment because of cohort enrollment will result in the development of new individual student plans and distribution. When the program is required to make a course schedule shift, an announcement will be made to all students, and the shift will occur in a manner that will not create a penalty for any individual student in progress toward degree completion.

The curriculum in the doctoral program is graduated and sequential providing a scaffold for both knowledge and experience. Part-time students will take longer to complete the degree. Courses may not be offered every year due to cohort size. It is important to plan ahead.

The School Psychology Program expects all doctoral students to make continuous progress towards their degrees. A program is only considered “complete” after the appropriate documentation for degree completion has been filed with the School Psychology Committee or the Graduate School.

Students admitted to the doctoral program are expected to complete all degree requirements in a timely manner. Students will have six years to complete the doctoral coursework starting upon completion of Master’s coursework. Students who do not finish within six years will be dismissed from the program unless the Department Chair grants an extension based upon extenuating circumstances.

The program includes the following major requirements. **It is the graduate student's responsibility to comply with all regulations for graduation as outlined in this document and in the SFA Graduate School Handbook.**
E. Residency

Each student must be enrolled in residence as a full-time student for at least 9 hours per Fall semester and Spring semesters, and 6 hours in the Summer.

F. Grade Standards and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Students are allowed one C; with a second C, the student will be required to repeat the course in which the C was earned during the next semester the course is offered and make at least a B. Any grade below a C in any course results in dismissal from the program. Should a student have 3 C’s, he/she will be dismissed from the program. A graduate student is expected to maintain a cumulative GPA of 3.25. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.25 average. If the cumulative 3.25 is not met, the student is ineligible to continue graduate studies at SFA for one year, and must officially reapply to the program in order to complete the degree after the suspension period. These rules apply to all 500 and 600 level courses.

Students in the School Psychology program must maintain a grade point average of 3.25 or better on a 4.0 scale. Students may make one grade of C in a course. If a second grade of C or less is earned, the student will re-enroll in the course the next time it is offered, and earn a grade of B or higher. If a third C or less is earned, the student shall be dismissed from the program.

Withheld: A grade of Withheld is given to the student who shows good cause for not completing the work by the end of the semester. The grade of Withheld is appropriate only when, because of unavoidable circumstances, a student cannot complete all of the coursework by the end of the semester/term. Examples of unavoidable circumstances include: documented illness which prevents a student from attending classes, death in the immediate family, military service, or other emergencies deemed appropriate by the instructor. A grade of Withheld should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

A student who is entitled to receive a grade of Withheld must develop a written contract with the instructor of the course to remove the grade of Withheld. The contract, signed by both instructor and student, must be filed with the program.
secretary and Office of the Department Chair. The instructor and student shall maintain copies for future reference. The instructor will also specify that, if the work is not completed by the designated time, a grade of F will replace the Withheld on the student’s transcript. If the student completes the required work by the assigned completion date, the instructor will submit the new grade to the Office of the Registrar. In most instances, work to be completed should be finished within the first several weeks following the end of the semester/term. The maximum time allowed to finish the course work is one calendar year, after which time the WH automatically becomes a F.

G. Time Limitations

All requirements toward a doctoral degree, aside from a completed master’s degree, must be completed within a period of ten consecutive calendar years from the date that doctoral credit is first earned. This should be considered when transferring in courses completed prior to registration in the doctoral program. Although the time limit for completing the doctoral degree is 10 years, the School Psychology Doctoral Program strongly encourages full-time students to complete their doctoral program within 7 years of their acceptance into the program to maintain compliance with APA standards.

H. Faculty

The program faculty body is composed of state licensed and/or nationally certified psychologists, school psychologists, or professionals having expertise in a content areas deemed relevant in training Psychologists (i.e., Special Education, Neuroscience, Counseling). Graduate training in school psychology is complemented by the expertise and resources provided by faculty in the Departments of Psychology and Human Services. This interdisciplinary approach affords the student a broader perspective of the field of psychology.

Faculty Advising. Each student is assigned a temporary academic advisor from the department upon admission to the Ph.D. program. The advisor is available to support the student in a variety of ways, including program planning and scheduling, corrective intervention, and career exploration. No later than the beginning of the second year, students should choose a permanent advisor.

I. Degree Plan

The plan of study is developed prior to admission into the School Psychology program and must be reviewed and approved by the full body of program faculty, copied, and sent to the Graduate Dean. A copy of the approved plan of study is forwarded to the student and maintained in the local files with the program secretary.
J. Transfer Credit

Under certain circumstances, a graduate student may transfer six semester hours of graduate coursework taken at other accredited institutions. The student pursuing a master’s degree with thesis may transfer a maximum of six semester hours.

To transfer any credit from other institutions, however, the student must submit an official transcript and course syllabi to be reviewed and have the approval of the program’s instructor of record, the program faculty, appropriate academic department and academic dean. The work must have been taken not earlier than six years prior to the student’s first graduate enrollment at SFA. Moreover, if the student fails to complete work on the graduate degree at SFA before the expiration of the six years, the transfer credit will not be applicable toward a degree here.

Any course accepted by transfer will carry credit, but not grade-point value. Moreover, to transfer credit, the student must have earned a course grade of B or better.

The exception is that ALL hours earned in an SFA certificate program can be considered for transfer into a graduate degree program. Courses that have contributed to the completion of another degree may not be considered as transfer courses.

There is no automatic transfer of graduate credit, but the SPPF has the prerogative to recommend to the Dean of the Graduate School the acceptance of transferable credits.

The rule governing the time limit for doctoral credit also applies to transferable credits (ten-year limitation).

The SPPF does not allow course credit for experiences such as workshops, seminars, remedial study, or other such types of learning experiences. The SPPF and the Graduate School do not award graduate credit for undergraduate coursework.

Immediately after admission to the program and receipt of program degree plan, students must contact the program secretary in writing to request the approval for transfer credit and submit the course syllabus and documentation that the course(s) had not contributed to a prior degree. Program faculty will then review during the next program meeting and students will be notified in advance of enrollment of the final decision.
K. Professional Standards

The School Psychology program is firmly based on professionally recognized core areas of psychology, education, and professional practice as recommended by the National Association of School Psychologists and the American Psychological Association. The faculty of the School Psychology Program and the Department of Human Services prides itself in the practice of offering its students individualized guidance and supervision as well as opportunities for continuous personal interaction between students and professors. Ethical practice is modeled, expected and enforced. Ethics and professional practice standards are discussed across several classes and applied in practica and internship. Upon entrance into the program, students are expected to sign a policy statement on impairment, incompetence, and ethical misconduct. (Appendix G) Additionally, students are evaluated on ethical behavior and conduct as part of the program’s annual student evaluation process.

L. Student Support Opportunities and Resources

Financial support for graduate students may include financial aid, grants, loans, scholarships and assistantships. Information regarding these opportunities can be found at the SFA Financial Aid Office (http://www.sfasu.edu/faid/).

1. Graduate Research Salary (GRS)

The purpose is to provide support for graduate students working toward research-based theses (or equivalent) and dissertations. GRA funds are subsidized by the University’s Research Enhancement Program and administered in accordance with the fiscal year (Sep 1 – Aug 31). The URC makes recommendations for funding to the chair of the council who then obtains approval for funding from the dean of the Graduate School, and notifies the provost and vice president of academic affairs of awards.

2. Graduate Assistantships. The School Psychology Doctoral program provides sixteen assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Graduate Assistantships in the School Psychology Doctoral program require assisting in research and/or teaching or assisting with undergraduate courses. Graduate Assistantships require 20 hours of work per week. A 20-hour assistantship carries a stipend of $18,000 for the full year: Fall, Spring and Summer semesters). For consideration for a graduate assistantship, applicants should complete a graduate assistantship application. It is available from the program
secretary and should be submitted along with a vita and three letters of recommendation.

Graduate assistantship positions are competitive (e.g. there are typically more students than assistantship slots) and are not guaranteed with an offer of admission. Graduate assistantship positions are renewable for up to four years, post baccalaureate and two years for students coming into the program with a Masters in School Psychology, pending adequate performance/annual reviews and budgetary requirements.

A graduate student on scholastic probation may not hold a graduate assistantship. A person may not have any employment in addition to the graduate assistantship.

The minimum course load for a graduate assistant is 6 semester hours. The course entitled Dissertation (EPS 690) do not count toward meeting the course load required for maintaining the assistantship.

3. Professional Activities. Students, who participate in professional activities, e.g. attending or presenting papers at state or national conventions, are eligible to apply for travel funds from the Perkins College of Education.

Student-to-student mentoring. Each incoming doctoral student is assigned to an existing graduate assistant from the school psychology program for mentoring purposes during the first semester of the program. The role of the mentor is to provide information regarding the program from a student’s perspective. The specific arrangement and form of mentoring are determined by each pair of students.

Professional conference attendance. All faculty within the Department of Human Services encourage students to attend appropriate professional conferences and workshops. In this program, conferences and workshops sponsored by the National Association of School Psychology (NASP), the Texas Association of School Psychology (TASP), the International Association of Behavior Analysis (ABAI), the Texas Association of Behavior Analysis (TxABA), the Texas Psychological Association (TPA), and the American Psychological Association (APA) are most meaningful to students. Students will present research with faculty at these conferences, and there are plenty of opportunities for informal interaction with faculty at these times. Each year students participate in the School Psychology Poster Conference sponsored by the School Psychology student organization and supervised by program faculty.
Students are expected to document engagement in ongoing professional involvement (e.g., professional conference and worship attendance, professional organization service and leadership) and scholarly activities (e.g., professional presentations, publications). Such documentation should be present in dossiers submitted annually on October 15th for program faculty review and evaluation. Students should maintain updated dossiers throughout enrollment.

1. **Professional Involvement.** Student membership in one of the related professional organizations and professional liability insurance are required throughout enrollment. Beyond these minimum expectations, the following activities are products that meet the criteria for professional involvement to be included in dossiers for annual review.
   a. Active participation in professional service leadership in a local, regional, state, and/or national professional organization (i.e., representative, student liaison, officer, conference development);
   b. Active participation in service leadership in program-sponsored professional development activities;
   c. Active participation and service leadership in university graduate student organizations.
   d. Participation in log-approved Continuing Professional Development (CE) activities, which may include, but are not limited to opportunities offered in and outside the program; and
   e. Participation in service leadership in program-related activities (i.e., Orientation, peer mentoring, admission interviews, faculty search interviews, student recruitment);

2. **Scholarly Activities.** Prior to degree completion, all students are expected to participate in the program’s annual poster conference AND have at least one professional conference presentation at the state, regional or national level or publication in a refereed journal. Beyond this minimal requirement, the following are products that meet the criteria for this area in annual reviews:
   a. Submission of a manuscript for publication in a professional journal, which may be completed with faculty or fellow students;
   b. Submission of a grant proposal for review;
   c. Presentation of a workshop for a professional community, agency or organization;
   d. Presentation of a workshop for parents, adolescents or young children;
e. Presentation of a scholarly paper or poster at a local non-program, state, regional or national/international professional conference; and  
f. Author or co-author of a book chapter, journal article, encyclopedia entry, book review, or test review.

**Research Presentation Requirement.**
This requirement should be completed prior to the internship. To demonstrate knowledge and ability in the area of school psychology research, the student is required to be the first author and primary presenter at an advisor-approved state, regional, or national conference. The project being presented must be reviewed and supervised by a faculty member within the School Psychology Doctoral Program. Students may apply to the SFA Student Activities and the Perkins College of Education for financial support to meet travel requirements. A poster or paper presentation will be acceptable.

**Departmental graduate student organizations.** The School Psychology Student Organization introduces interested students to the professional side of school psychology and facilitates in presenting and attending state and national conferences enhancing school psychology.

**Other resources.** Other sources of support for doctoral students include easy access and full use of the university library system, grant-related opportunities, research funding opportunities, electronic mail/internet access, and use of the University’s computer labs.

**III. Making Changes**

**A. Due Process**

**Formal Reviews of Student Performance**
Student progress is reviewed on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students in the program. The second level is the individual review, which occurs when a student-related problem is documented and filed by a faculty member, field supervisor, or other individuals affiliated with the training program.

**Annual Review.** The annual review is comprised of two components including: (1) student self-assessment, and (2) a review of the student’s overall performance. When necessary, the faculty will work in collaboration with the student to develop a Plan of Improvement designed to improve the student’s performance in the program. The committee will provide specific goals and objectives to the student, as well as deadlines related to the improvement plan. A Plan of Improvement could include, but is not limited to, the following options:

- Additional coursework and/or supervised experiences
- Reduction in the number of classes taken each semester
• Change of amount, format, and/or content of supervision
• Recommend or require an individual Plan of Improvement.
• Referral to SFA’s Early Alert Program
• Recommend leave of absence from program

If students are not satisfied with the decision of this review, they should work closely with their advisor to ensure that an acceptable resolution is achieved. If the students are still dissatisfied, they may appeal the decision by following the “Student Appeals Process” as described in the SFA Student Handbook.

**Individual Review.** An individual review may occur when a faculty member and/or concerned party expresses a concern or complaint about the student in writing to the School Psychology Program faculty, at which point the student’s faculty advisor is informed. The concern may revolve around academic or behavioral issues, such as but not limited to:

• Inability or unwillingness to acquire and integrate professional standards into clinical practice
• Inability to acquire professional skills and reach an accepted level of competence expected of doctoral students
• Inability to manage personal behavior to the extent that it interferes with training or work with clients

The student and advisor meet. The advisor completes the appropriate evaluation form (such as Dispositions Assessment form, Professionalism Rating Form, Internship Evaluation Form). The advisor, in conjunction with program faculty, makes one of three possible decisions:

• The problem is resolved and requires no formal action (state reasons).
• A Plan of Improvement, to which both parties agree, is developed and documented.
• The faculty advisor has ongoing serious concerns about the problem or the problem cannot be remediated through a student Plan of Improvement, the matter is forwarded to the Department Chair.

If this process is initiated, a letter will be sent to the student regarding the decision of the faculty, and it is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

**Assessment of Dispositions**

Students will be evaluated on their development of professional dispositions throughout the program and failure to maintain professional dispositions may result in students requiring a Plan of Improvement with stated objectives that must be met. Should a student fail to make expected progress, the student may be terminated from the student’s practicum, internship, or program.
B. Independent Study

Independent study occurs in rare situations and requires approval of the faculty member, program director, and unit head.

C. Changing the Degree Plan

Upon admission to the School Psychology Program, students will be provided with a degree plan. The degree plan is submitted to the Dean’s Office in the James I. Perkins College of Education. A copy of the degree plan is sent to the Graduate Dean and another copy is placed in the student’s file in the School Psychology office. Any changes to the degree plan must be approved by the faculty advisor and program director.

IV. Evaluation and Review of Student Performance

A. Process for Evaluation of Student Progress

Each student's progress is evaluated annually. Students document progress and performance in the program by establishing and maintaining a portfolio. Continued registration in the program is contingent on demonstration of adequate progress as determined by faculty review. In addition, students receive regular feedback on their professional dispositions throughout each academic year.

B. Retention

To remain in good standing in the program the student must: (1) maintain a minimum overall grade point average of 3.25; (2) maintain appropriate professionalism in class and field settings; (3) observe the fundamental rules of ethical conduct; and (4) receive successful annual reviews conducted by the department throughout their graduate training experience. Specific information on student review procedures is provided in Appendix C.

Consistent with university policy, the Department of Human Services reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success.

C. Inactive Status

Students are expected to be enrolled each semester until completion of the degree. Failure to enroll each semester over the course of a school year without written approval by the Program Director and Department Chair for the absence will result in removal from program. If the student wishes to return to the program, reapplication for admission is required.
D. Leave of Absence

Students must register each semester unless they have been granted an approved leave of absence. Requests for a leave of absence should be made in writing to the Program Director. Requests must be made prior to the semester in which the leave will begin; the maximum length of leave that can be approved is one calendar year. Leaves of absence must also be approved by the Department Chair. Failure to register without a leave of absence will result in being dropped from the program at the discretion of the School Psychology faculty.

E. Probation and Dismissal

After students enroll in the Department and Graduate School, they may continue to register as long as they remain in good academic standing, make satisfactory academic progress, and are within the time limitations contained in the departmental handbook and the graduate catalog. Students are considered in good standing if they: have a minimum Grade Point Average (GPA) of 3.25, are making satisfactory progress toward completing degree requirements, and meet the minimum requirements, as outlined in the SFA Graduate Handbook. Failure to complete departmental requirements by the department’s stated deadlines may also result in corrective action by the Graduate School.

V. Practicum and Internship Requirements

Students in the post-baccalaureate track complete a 14 hour embedded practicum experience as part of the course requirements in EPS 565: School Psychology. A 20 hour embedded practicum experience is also included in EPS 545: Individual Intelligence Testing. During the Spring semester of the second year, students complete 150 hours of practica, in EPS 555: Practicum. Practica experiences focus on schools as systems, assessment, academic and behavioral intervention, counseling, home-school collaboration, and consultation. EPS 565, EPS 545, and EPS 555 practica experiences occur in a school setting. Students then complete three integrated practicum courses (EPS 655). The integrated practicum course (EPS 655) requires the student to accumulate a minimum of 200 hours each semester for a total of 600 hours. Two experiences are school based and one typically occurs in a clinical setting. Students will receive supervision from field-based and university-based supervisors during their practica experiences. Upon completion of the practica experience, students are prepared for internship.

School-based practica can only be completed during the Fall and Spring semesters and must be scheduled in advance. The clinic practicum may be completed during summer semester and must be arranged via the instructor and the university based supervisor.

The student, the University Supervisor, and the practicum site. A *Field Supervision Practicum or Internship Agreement* is completed for each student prior to the beginning
of the practicum experience. Practicum supervision is provided by both field-based and University-based supervisors who are appropriately licensed and credentialed. In addition to on-site supervision by the assigned field supervisor, practicum students meet weekly on campus for group supervision. Students are required to develop goals and objectives for their practicum experience and document their experiences using weekly and cumulative logs. Additionally, at mid-term and at the end of each semester written evaluations are collected from the field agency. These evaluations are discussed with the student and the field-based supervisor. This information is used by the university and practicum supervisors in a variety of ways to enhance the working relationships between the university and the field agency.

**Doctoral Internship Training**

**ELIGIBILITY**
Students must be enrolled in the SFA school psychology doctoral program and be considered in good standing with the program in order to begin their doctoral internship experience.

Students must also successfully pass their doctoral comprehensive exam prior to beginning their pre-doctoral internship experience. Furthermore, the doctoral internship is a culminating experience that is post-practicum and post-course work; therefore, all non-dissertation course work must be completed. It is highly recommended that students propose and defend their dissertation prior to beginning their doctoral internship training.

**DOCTORAL INTERNSHIP TRAINING PROGRAM OPTIONS**
The doctoral internship is an organized program consisting of properly administered, systematically coordinated, planned, structured, and sequenced training experiences that extend beyond practicum training in depth, breadth, duration, frequency and intensity of experiences. The primary training method is experiential, including modeling, vicarious/observational learning, and supervisory or consultative guidance. At all times, interns and supervisors adhere to the ethical principles of APA and NASP. Specific responsibilities for the internship agency, intern, and university are outlined in the EPS 695 Memorandum of Agreement.

In general, students have three options (see following section) for completing their pre-doctoral internship training experience. Any option that a student chooses must be approved by the school psychology program faculty in order to ensure appropriateness of the placement, activities, and field supervision.

The doctoral internship training requirements outlined below are a minimum standard. They do not necessarily lead to licensure as a psychologist. Licensure as a psychologist means that an individual may practice psychology independently. The requirements for licensure as a psychologist typically require specific training beyond earning a Ph.D. and vary from state to state. Students that wish to become licensed psychologists should research the requirements for internship training in the jurisdiction in which they wish to become licensed and ensure that their doctoral internship training program meets those standards. It is the responsibility of the student to maintain all documentation and secure
experiences necessary to become licensed in the jurisdiction in which he/she seeks licensure.

Option 1 – Accredited Internship Training Program
When choosing this option, the student applies for and is accepted into a doctoral internship training program approved by the American Psychological Association (APA) and/or the Association of Post-doctoral and Internship Centers (APPIC). Although there are some APA and APPIC approved internships in the state of Texas, this option may require relocation to another state for one year. Applications for APA and APPIC approved internships are due as early as October 15th during the fall semester prior to beginning internship. Doctoral graduate students in school psychology who pursue an APA accredited and/or APPIC internship will typically meet state psychology board requirements for licensure as a psychologist; however, it is not guaranteed.

Option 2 – Internship Training Program
This option is open to students who apply for and are admitted into internship training programs that are not accredited by APA or APPIC, but are designed to meet a synthesis of requirements for doctoral internship training programs outlined by the National Association for School Psychologist (NASP), American Psychological Association (APA), The Council for Directors of School Psychology Programs (CDSPP), and the Texas State Board of Examiners in School Psychology (TSBEP). The requirements for this type of training program are outlined in the Memorandum of Agreement (See Appendix A). Internship programs meeting these requirements must employ 2 or more interns and 2 or more licensed psychologist at their agency. Also, the training program must be sequenced and structured in nature with clear training goals and experiences. If the internship training program is completed in a school and a separate licensure/certification is required to practice psychology in a school setting in the jurisdiction in which the internship agency is located, the supervising psychologist must also have this license/certification. This option is designed to meet licensure requirements in the state of Texas; however, there is no guarantee that this experience will lead to licensure as a psychologist.

Option 3 – University/Agency Consortium Agreement
If a student wishes to gain internship training in a school or mental health facility that does not meet the requirements for option 2, the student may arrange a consortium agreement with the university and internship agency. The training program must be sequenced and structured with clear training goals and experiences. There must be at least one full time licensed psychologist employed by the internship agency. Also, the student must receive 2 hours of individual supervision by a licensed psychologist that is employed full time by the internship agency and 2 hours of group supervision by a licensed psychologist, who is a faculty member of the SFA school psychology program. If a separate licensure or certification is required to practice school psychology in a school setting, the supervising psychologists must also have this license/certification. This option is recommended for students who wish to practice psychology in school settings upon completing Ph.D. requirements. This option does not clearly meet licensure requirements in the state of Texas; therefore, if a student wishes to become a
licensed psychologist he/she should carefully research the licensure requirements for the
jurisdiction in which he/she wishes to be licensed and ensure that the training program
satisfies those requirements.

REQUIRED HOURS AND SETTINGS
If the internship program takes place in a school setting, interns must log a total of 1750
hours (1750 hours effective 09/01/2017) with at least 25% of those hours spent in direct
services. If the internship program takes place in a mental health setting, a total of 2,000
hours with at least 25% of those hours spent in direct services are required. Interns
eligible to complete their doctoral internship will have previously completed an
internship in school psychology and would have already logged at least 600 hours in a
school setting; therefore, interns may choose to complete their doctoral internship
program in either a school or mental health setting, or a combination of both.

The hour requirements are relevant based on Texas State Board of Examiners’ of
Psychologists administrative rules. In order to meet APA requirements that have been
adapted by other states a total of 2000 hours of supervised experience is required during
pre-doctoral internship placement.

OBTAINING DOCTORAL INTERNSHIP TRAINING
Academic training programs and internship training programs are two separate training
experiences in health service psychology. The internship training experience typically
occurs in a different agency and/or institution than academic training. Academic training
programs are not required to provide internship training programs. Internships are not
guaranteed under Options 1, 2 and 3 for all students; therefore, it is the student’s
responsibility to apply for and build relationships with possible internship agencies.
Also, a willingness to relocate during internship year is highly encouraged.

Responsibilities. In general, the responsibility for the effectiveness of the internship is
shared equally by the intern, the school or agency supervisor and internship program,
and the university-based supervisor. If a problem is identified it should be brought to the
attention of the other parties as soon as possible. Examples of problems which might
interfere with the effectiveness of the internship are: inappropriate experiences for the
intern, misunderstanding the requirements of the internship, personality conflicts,
inappropriate or unprofessional behavior on the part of the intern, or other issues. If a
problem is determined by the intern or school or agency supervisor, it is particularly
important that the university-based supervisor be contacted immediately. Such problems
should not be ignored until the end of the semester. The SFA university-based
supervisor will work with the intern and the supervisor to find a solution to the problem.
If no solution can be found, the internship will be terminated before the end of the
semester.

The Intern. The intern is responsible for discharging his or her assigned duties in a
professional manner and for responding to supervision appropriately. The intern shall
follow all rules and regulations of the sponsoring school or agency comparable to that of
any other employee. This includes such matters as working hours, time off, vacations,
and manner of dress.
The School or Agency Supervisor. The school or agency supervisor helps determine the most appropriate experiences for the intern, assigns duties to the intern, and provides on-going supervision of the intern's work, either directly or through other staff personnel. It is especially important for the school or agency supervisor to notify the SFA internship coordinator if a problem develops during the internship which does not seem amenable to solution within the school or agency. At the end of each semester and at the end of the internship, the supervisor will be asked to submit a written evaluation of the intern's work, and to help the SFA internship coordinator determine a grade for the intern.

The SFA University-Based Supervisor. The university-based supervisor helps place the intern, determine the experiences of the intern, and works with the intern and the school or agency supervisor as necessary to work out details and training experiences of the internship. The coordinator contacts the supervisor periodically during the internship to monitor the progress of the intern and to be apprised of any problems that may have arisen.

VI. Petition for Candidacy

A. Petition for Doctoral Degree Candidacy

Doctoral students are required to complete 12 credits of research tools before being admitted to candidacy for the doctoral degree:

- EPS 650 Research Methods
- EPS 651 Multivariate Statistics
- EPS 652 Single Subject Research Methods

The above mentioned courses are completed before comprehensive examinations in the program sequence. It is expected that within the first semester of the program, students choose an active research team to work with under the guidance and supervision of a program faculty member. The purposes of the teams are to strengthen student research skills and to prepare them to become independent researchers. Students are encouraged to meet with faculty to determine what research interests align with their own.

B. Doctoral Comprehensive Examinations

All students must pass a program-administered doctoral comprehensive examination prior to taking EPS 690: Dissertation. After completing 45 doctoral hours of school psychology coursework, students are eligible to take the Doctoral
Comprehensive Examination. The comprehensive examination sections align with the 10 domains of the National Association of School Psychology (NASP). Students who fail two or more domain areas must schedule a re-take another form of the initial examination. Failing scores on the second evaluation will result in dismissal from the program, barring extenuating circumstances.

VII. Doctoral Dissertation Requirements and Procedures

A. Doctoral Dissertation Committee

Ph.D. candidates must write a dissertation based upon research that makes an original contribution to the literature. Before beginning the dissertation process, the student should obtain and become familiar with the Master Thesis Guide, which is applicable to all doctoral dissertations. This guide is located on the SFA Graduate School website (See http://www.sfasu.edu/graduate/108.asp). The SFA School Psychology Ph.D. program requires a dissertation committee that consists of three members of the School Psychology faculty, one graduate faculty member from the Human Services department and at least one graduate faculty member from outside the department of Human Services.

The required courses related to dissertation are: EPS 690 Dissertation – taken for a total of 9 hours. As per Graduate School policy, if the student is unable to complete the dissertation by the time these 9 hours have been completed, the student must continuously enroll in a minimum of one credit of EPS 690 every fall, spring, and summer until the dissertation is defended and approved. At a minimum, the student will meet with the dissertation committee two times; once for the proposal defense and once for the final dissertation defense. The student’s committee may request additional meetings if necessary. Students may not propose their dissertation and defend their dissertation within the same semester. Nor should students expect to be able to propose or defend their dissertations during the summer semester or during semester breaks. Faculty may or may not be on contract during the summer semester, and so may not be available for dissertation proposal or defense during that time period. Students must plan carefully, so as to be able to propose the dissertation, and defend the dissertation, within the academic year (e.g. fall or spring semesters) and the parameters set by the graduate school.

Students are encouraged to complete their dissertation during their last year of coursework prior to internship. Completion of the dissertation prior to internship benefits the student during their internship experience and ensures graduation upon completion of the internship experience. At a minimum, the dissertation
The dissertation proposal should be completed before the student leaves for internship. Having the dissertation proposal approved prior to internship facilitates degree completion. Dissertations are graded as a Pass (P) or Fail (F) scale. Students will be given a grade of Pass (P) on the 9 credits required EPS 690 hours after they successfully complete their proposal (6 credit hours) and defense (3 credit hours). The grade of WH will be assigned to indicate progress on the project. The grade of F will be assigned to students that do not make any progress in during the enrolled semester.

The Dissertation Process

The following information is provided as a guide to help students initiate and sustain a successful dissertation process. The most conscientious students will begin the process the first year of enrollment by seeking faculty-guided engagement in critical review of bodies of literature that address their social issue areas and populations of greatest interest. Each opportunity for paper development might be used to further shape and hone research questions that might be considered in pilot studies and the future dissertation. Variation in the details below may occur as a function of the dissertation topic itself, the student, the dissertation chair and committee, and other aspects of the process. Students are responsible for initiating all the major steps of this process. Students should refer to the syllabus for EPS 690 for the Dissertation course prior to enrollment.

A) Preparing the Dissertation proposal

Before registering for dissertation credit, the student should choose a dissertation chair. The dissertation chair should be a School Psychology faculty member (or the dissertation needs to be co-chaired and one of the co-chairs must be a School Psychology faculty member). The dissertation topic must be approved by the student’s doctoral committee chair prior to proceeding with the proposal process. Once an idea has been generated, the student should write several research questions that address the selected topic. The dissertation chair will assist the student in formulating researchable questions. In conjunction with their chosen chair, the student will then select their dissertation committee and gain permission of each faculty member chosen to serve on the committee. Note that all departmental committee members must be members of the graduate faculty, which requires approval by the departmental and university committees. Students are to verify this status as invitations are made for committee membership.

The dissertation proposal should provide information on the need/rationale and overview of the study (Chapter One), review relevant literature (Chapter Two), and describe research methodology for addressing the question(s) (Chapter
Three). Students should work with their doctoral committee chairperson and committee members as needed in order to refine the proposal and schedule the proposal meeting. The student should allow their dissertation chair(s) or committee members at least a two week period for returning drafts during regular semesters.

When the dissertation chair has approved the proposal manuscript, the student should work with the committee chair and other members to schedule a date for a proposal meeting. The student is responsible for (1) working with the department administrative assistant or secretary to secure a room for the meeting, (2) notifying committee members of proposal date and time, (3) providing all committee members with a copy of the proposal, and (4) collecting and bringing multiple copies of the appropriate forms to the meeting for faculty signatures.

The proposal manuscript must be given to committee members at least two weeks in advance of the scheduled proposal meeting to provide ample time for committee members to prepare for the meeting or to raise major questions that should be addressed prior to the meeting. The student is also responsible for securing the necessary approvals and sanctions related to the dissertation study from the agencies and settings where the research will be implemented prior to the proposal meeting.

At the meeting itself, the student will be asked to provide an overview of their dissertation proposal in a PowerPoint presentation and to address related questions from committee members. The meeting is designed to clarify dissertation plans and procedures as deemed necessary by the student and committee members. At the conclusion of the meeting, committee members vote on the proposal and share the decision with the student. Upon successful completion of the proposal meeting and approval by the SFA Institutional Review Board (IRB), students may proceed with their dissertation research. Students are responsible for all arrangements and details associated with conducting their dissertation study including (but not limited to) securing the necessary research settings(s), subjects, observers, data collectors, and other related details. This includes any financial costs incurred in order to carry out the dissertation and approvals.

B) Preparing the Dissertation Defense

Upon completing the entire study, analyzing the data, and preparing a final copy of the dissertation in accordance with the university’s Thesis Guide, students should schedule the dissertation defense meeting. For this, the student should work with the committee chair and other members to determine an agreed upon
date for the defense meeting. If necessary, changes in committee membership may be made by the student or the faculty or the committee. The request is submitted to the committee chair and the change would be reflected on the School Psychology Doctoral Dissertation Committee form.

The student MUST notify the school psychology secretary and the program director at least 30 days prior to the proposed dissertation defense date. Then, the student must complete the routing form to notify the following regarding date and time of defense: Department Chair, College Dean, and Graduate Dean. It is not unusual for the announcement to be publicized in the university newspaper and members of the student body may be encouraged to attend. It is the student’s responsibility to reserve a room with appropriate technology to support the defense presentation. Once a location for the meeting has been secured, the student will email committee members with the date and time. At least two weeks prior to the meeting, the student must provide a final copy of their dissertation document to (a) their committee members AND (b) use the “Pre-defense Routing Form” (obtained from Program administrative assistant) to accompany copies of the dissertation document for the Department faculty (1 copy left with Program administrative assistant), Department Chair, College Dean, and Graduate Dean.

The Ph.D. candidate will give a formal 30-40 minute presentation (overview of study, summary of results, discussion, and implications). The dissertation committee may question the candidate during or after the presentation, however, in the most structured process questions are reserved until after the completion of the power-point presentation. Following the formal presentation, at the discretion of the committee, questions can be solicited from the non-committee attendees for up to 20 minutes followed by a break. Following the question and answer period, the candidate and all non-committee members will be asked to leave the room so that the committee will discuss the candidate’s performance in private. During deliberations, which usually take no longer than 30 minutes, committee members will vote to “approve,” “approve with conditions,” or “not approve” the defense. The candidate is then asked to return to the room to receive the committee’s final decision.

C) After the Dissertation Defense

Once the dissertation has been defended, the student works with the chairperson to make any committee-recommended changes to the dissertation document. Committee members reserve the right to review and approve the final revised manuscript. The completed document with original signatures and a copy of the document must then be turned in to the Graduate School by the deadline specified for the semester in which the student intend to graduate.
In addition to any personal copies, the student is to provide one bound copy of the completed dissertation to the Human Services Department, one bound copy to the committee chairperson, and unbound copies to each of the dissertation committee members. The cost for all copies is the student’s responsibility, and the binding can be done through the Periodicals/Serials department of Ralph W. Steen Library. A copy of the dissertation and payment for the above mentioned copies must be submitted to the Library before the student is recommended for graduation. Upon successful completion of the defense and any remaining program requirements, the student is formally approved for graduation with the degree of Doctor of Philosophy in School Psychology. Details concerning the requirements for submission of the dissertation are available on the Graduate School’s webpage.
Appendix A

MEMORANDUM OF AGREEMENT

between

Stephen F. Austin State University,

Internship Agency and Student

It is mutually agreed by Stephen F. Austin State University School Psychology Program, hereinafter called "the University," acting by and through the Department of Human Services School Psychology Program Director, intern (__________________________), and _____________________________ hereinafter called "Internship Agency" acting by and through the primary supervisor, who is also a licensed psychologist in the jurisdiction in which the internship takes place, that a pre-doctoral internship program in professional psychology will be provided at the Internship Agency. The intern shall be provided with assignments, supervision, and learning activities for the integration of science and practice. The training activities will further broaden and deepen competencies acquired during doctoral training and assist the intern in gaining the experience needed to provide psychological services to clients, particularly those from diverse backgrounds.

I.

The Internship Agency agrees and promises to:

A. Provide to the intern the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance competencies in comprehensive assessment, intervention, evaluation of services provided, and professional practice. Suggested objectives can be found in Appendix A; however, the internship agency may provide its own sequence of structured experiences and training goals that may be used upon approval of the University. If the training sequence and structure is approved by the American Psychological Association (APA), the program’s goals, objectives and competencies will automatically be approved.

B. Provide a training experience of a minimum of 1750 supervised hours in a school setting or a minimum of 2000 supervised hours in a clinical setting, of which 25% are spent in providing direct (face-to-face) psychological services to clients, patients or consultees.

C. Provide appropriate support for the internship experience to include:

1. A written contractual agreement specifying the intern as a full-time probationary contract worker for a term of ☐ ten months ☐ 12 months beginning
and that the intern is limited to the contract work for the period of appointment of □ 1750 hours □ 2000 hours, is not guaranteed employment beyond that period, nor is required to stay in the employment of the Internship Agency beyond that period.

2. Any compensation to be determined by separate contract.

3. Benefits consistent with those of other psychologists or school psychologists including:
   a. Sick leave.
   b. Holidays and non-contract days based on a contract approved calendar and at least 35 hours per week.
   c. Any expense reimbursement according to schedule for job-related travel will be stated on separate contract.
   d. Provision for participation in continuing professional development activities on a reimbursable and/or release-time basis.
   e. A safe and appropriate work environment including adequate equipment, materials, secretarial services, and office facilities.
   f. An orientation of the facility and intern duties.
   g. Internship Agency due process procedures.

4. Employ a clearly designated doctoral-level, actively licensed psychologist AND if the internship occurs in a school setting, licensed to practice psychology in school settings in the jurisdiction in which the internship takes place. This individual is responsible for the integrity and quality of the internship program.

Internship Director:  
Licensed Psychologist #: ____________  
License to practice in schools (if applicable) #: ____________  
Provide the availability of at least two individuals, one of which can be the individual described above, that serve as primary supervisors, who are a licensed psychologist and if the internship occurs in a school setting, are licensed to practice psychology in school settings in the jurisdiction in which the internship takes place.

Primary Supervisor:  

41
Licensed Psychologist #: ________________
License to practice in schools (if applicable) #: ________________
Second Available Licensed Psychologist: ________________________________
Licensed Psychologist #: ________________
License to practice in schools (if applicable) #: ________________

An additional supervisor may also be needed in addition to the primary supervisor. The second supervisor must be an appropriately credentialed mental health service provider, but not necessarily licensed psychologist.

Secondary Supervisor: ________________________________
Licensed Psychologist #: ________________
Licensed Specialist in School Psychology #: ________________
Other License/Credential: _________________________________________

5. Provide intern supervision that is regularly scheduled and sufficient relative to the intern’s responsibility assuring, at a minimum, that the intern receives four (4) hours a week of supervision, at least two (2) of which include individual supervision by an individual that is a licensed psychologist and if the internship occurs in a school setting, licensed to practice psychology in school settings in the jurisdiction in which the internship takes place. Supervisors must also be qualified supervisors in the jurisdiction in which the internship takes place. The primary supervisor maintains primary clinical professional responsibility for the cases on which he/she provides supervision and responsibility for all supervision, including the oversight and integration of supervision provided by other mental health professionals. The individual supervision is regularly scheduled, formal, and face-to-face with the specific intent of dealing with the psychological services rendered directly by the intern.

Two additional (2) hours involve group supervision conducted by an appropriately credentialed mental health professional. The remaining two hours would include some type of didactic learning including but not limited to treatment team meetings, in-service meetings, or formal university course time.

6. Provide socialization opportunities for the intern with other doctoral-level psychology interns by having regularly scheduled and documented training activities with psychology
interns employed by the Internship Agency or other field sites in the immediate geographic areas.

7. Provide, in collaboration with the training program and the intern, a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of the experiences offered in psychological services and for the quantity and quality of the work. (See Appendix A)

8. Designation of the status of the intern by the title of "Psychological Intern" or “LSSP and Psychological Intern”, or “Doctoral Intern in School Psychology”, whichever is most appropriate. The intern and supervisor must clearly inform those receiving psychological services as to the supervisory status of the intern and how the client can contact the supervising psychologist directly.

Title being used:______________________________________________

9. Assure that reports by the intern to consumers, other agency or school personnel, or other relevant audiences are co-signed by the licensed psychologist responsible for the intern’s delivery of psychological services (i.e., primary supervisor).

10. Provide at a minimum an evaluation provided by the University of the Intern’s Experience consistent with specific training objectives the end of each semester using the Field Experience Module in LiveText. Additional evaluations may be used in conjunction with university-based evaluations.

11. Certify the internship requirements have been met and provide appropriate recognition of the intern's successful completion of the internship with the award of a certificate. The certificate may be issued in conjunction with the University or solely by the Internship Agency.

12. Inform the University of changes in Internship Agency policy, procedures and staffing that might affect the internship experience.

13. Inform the university-based program director if due process procedures are initiated related to intern behaviors, intern activities, or internship conditions.
II.

The University agrees and promises to:

A. Certify at the time of arrival of the intern:
   1. Completion of pre-requisite coursework in scientific, applied and specialty areas, including formal assessment/diagnosis and intervention/treatment.
   2. Completion of a formal introduction to ethical and professional standards.

B. Notify the Internship Supervisor of any change in the student’s status prior to internship.

C. Provide an internship supervisor who shall maintain an ongoing relationship with the Primary Internship Supervisor and who shall provide at least one field-based contact during the semester with the intern.

D. On request of the Internship Agency, withdraw from employment any intern whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the Internship Agency. The University may reassign or withdraw an intern in placement after consultation with appropriate Internship Agency representatives if such alteration is in the best interest of the student, the Internship Agency, or the University. The University agrees to hold harmless the Internship Agency for any causes of action resulting from reassignment, withdrawal, or expulsion.

III.

The student agrees and promises to:

A. Review with the primary and secondary supervisor the conditions specified in the Memorandum of Agreement, course syllabus and employment contract. Both parties must have a clear understanding of intern duties, supervision, work hours, assigned office space, secretarial support, provision of materials, calendar of continuing education opportunities and staff meetings, etc.

B. Review the goals and objectives of the internship agency’s training program with the internship director, primary supervisor, and secondary supervisor and jointly develop an internship plan that specifies activities and duties that are consistent with the program’s goals and objectives.
C. Log hours in the Live Text Field Experience Module and Time2Track on at least a weekly basis. Internship agencies that use other logging systems other than Time2Track may be used upon approval of the university-based supervisor.

1. Have the log available for review by the primary supervisors on a weekly basis.

2. Submit completed and signed logs to the University-based supervisor by the first of every month, at a minimum.

D. Seek formal, written evaluation from the primary and secondary supervisor each semester and ensure submission of the completed Evaluation of the Quality of Professional Service by both supervisors to the University-based supervisor by the end of the semester via Live Text Field Experience Module.

E. Notify the University-based supervisor in a timely manner of any major change of assignment(s), as well as problems or difficulties.

F. Attend regularly scheduled supervision and professional development sessions.

G. Maintain a portfolio documenting supervision, internship goals, internship plan, internship activities, professional development, and evaluations. Submit the portfolio at the end of each semester. Prepare a vitae at the end of your internship which includes projected graduation and plans for after graduation.

H. Clearly inform those receiving psychological services that they are under supervision and provide direct contact information of the supervising psychologist.

I. Follow all requirements outlined in the SFASU EPS 695 course syllabus.

J. Submit proof of liability insurance under the appropriate title for the time period in which services as an intern will be provided.

IV.

It is mutually agreed that:

A. The purpose of field placement is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives.

B. The intern shall function within the policies of the Internship Agency.

C. The intern shall receive due process at the same level as other Psychological Services staff consistent with the internship agency’s policy and applicable law. If the student is either expelled from the University, reassigned from the internship, or withdrawn from the internship, such action will terminate all contractual obligations to the Internship Agency.
D. The University and the Internship Agency, in accordance with applicable law, will not discriminate on the basis of race, color, creed, age, national origin, or sex, nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

V.

This agreement shall remain in effect indefinitely, but is subject to review and revision at the request of either party by August the 10th of each year. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

Signatures:

______________________________  ______________________
School Psychology Program Director  Date
Stephen F. Austin State University

______________________________  ______________________
EPS 695 Course Instructor  Date
Stephen F. Austin State University

______________________________  ______________________
Primary Supervisor  Date
Internship Agency

______________________________  ______________________
Secondary Supervisor  Date
Internship Agency

______________________________  ______________________
Director of Services  Date
Internship Agency

______________________________  ______________________
Doctoral Intern in School Psychology  Date
Stephen F. Austin State University
TRAINING DOMAINS, GOALS, OBJECTIVES, AND COMPETENCIES/NASP

Six major domains of training are defined for the doctoral internship program. Interns are prepared for the practice of health service psychology by developing and demonstrating competence in the domains of:

(1) Evaluation, Diagnoses, and Reporting Results
(2) Prevention, Intervention, and Responsive Services
(3) Consultation, Collaboration, and Supervision
(4) Scholarly Inquiry
(5) Multicultural Awareness and Competency
(6) Professional, Legal, and Ethical Responsibility.

Best practices govern the focus on each of the domains. The link between research and practice in each training domain is regularly examined through professional reading, didactic seminars, professional dialog, case conferences, group and individual supervision and other training activities.

Domain 1: Evaluation, Diagnoses, and Reporting Results

Goal 1- The intern will demonstrate competence in conducting evaluations of clients and accurately communicate an integrated syntheses of data collected, implications of diagnoses and conclusion made, and recommendations to a multi-disciplinary team and/or other relevant parties.

- **Objective 1:** When conducting evaluations of clients with a variety of presenting problems, the intern will demonstrate competence in accurately selecting, administering, and interpreting empirically-validated assessments and informal data collection tools.

- **Objective 2:** The intern will demonstrate competence in determining the diagnoses of common disabilities in clients.

- **Objective 3:** The intern will demonstrate competence in written and oral communication of the results and recommendations of evaluations to the client and other stake-holders as appropriate.

- **Objective 4:** The intern will demonstrate competence in conducting a screening for a variety of presenting problems.
Domain 2: Prevention, Intervention, and Responsive Services

Goal 2 - The intern will demonstrate competence in developing and implementing empirically-supported prevention and intervention techniques to a client.

- **Objective 1:** The intern will demonstrate competence in effectively implementing system-wide prevention/intervention services.
- **Objective 2:** The intern will demonstrate competence in effectively developing and directly implementing evidence-based interventions to increase the social, behavioral, and emotional functioning of clients.
- **Objective 4:** The intern will demonstrate competence in the knowledge and skills necessary to respond to clients who are in a state of crisis.

Domain 3: Consultation, Collaboration, and Supervision

Goal 3 - The intern will demonstrate competence in collaboration, consultation, and supervision of others in training.

- **Objective 1:** The intern will demonstrate competency in identifying the problem during the consultation process.
- **Objective 2:** The intern will demonstrate competency in developing a plan with other professionals and parents on behalf of their clients.
- **Objective 3:** The intern will demonstrate competence in collaborating during the implementation of the intervention during the consultation process.
- **Objective 4:** The intern will competently report the results of consultation to relevant stakeholders.
- **Objective 5:** The intern will be competent and knowledgeable in models of clinical supervision and deliver adequate and effective supervision of others practicing psychology.

Domain 4: Scholarly Inquiry

Goal 4 - The intern will demonstrate the ability to engage in scholarly activity, including involvement in research.

- **Objective 1:** The intern will demonstrate competence in collecting and analyzing empirical research in order to develop knowledge and skills for the practice of psychology, as well as a disposition for scholarly inquiry.
• **Objective 2:** The intern will demonstrate the ability to conduct and present scholarly research.

**Domain 5: Multicultural Awareness and Competence**

*Goal 5 - The intern will demonstrate knowledge, competence, and sensitivity in understanding, interacting, collaborating, evaluating, counseling, consulting, advising, and implementing interventions and programs with colleagues, students, and families from diverse backgrounds, cultures, and ethnicities; with minority population; and with clients from varying contexts.*

• **Objective 1:** The intern will be competent in their multicultural knowledge and awareness in regards to ethnicity, race, religion, socio-economic status, gender, and sexual orientation.

• **Objective 2:** The intern will demonstrate multicultural competence in delivery of psychological services.

**Domain 6: Professional, Legal, and Ethical Responsibilities**

*Goal 6: The intern will demonstrate competence in presenting himself, or herself, as a knowledgeable psychological service professional and behave in a manner consistent with ethical guidelines, state laws, and federal regulations.*

• **Objective 1:** The intern will develop professional interpersonal skills and a professional disposition that is necessary to effectively deliver psychological services.

• **Objective 2:** The intern effectively identifies when supervision is needed and incorporates supervision into service delivery.

• **Objective 3:** The intern has knowledge of and incorporates ethical and professional standards in the delivery of psychological services.

**Level 1 and Level 2 Activities**

Interns develop skills in a structured and sequenced manner through Level 1 and Level II activities. Level I activities include activities that are related to acquiring data, screening, assessments/evaluations, developing knowledge, and identification of evidence-based interventions while Level II activities include activities that are related to direct intervention, indirect intervention, and application of knowledge acquired.
APA AIMS and Competencies

Profession Wide Competencies

1. Research

Aim: The intern will demonstrate competence in scholarly activities, including involvement in school based research

Competency 1: The intern will demonstrate competence in collecting and analyzing empirical research in order to develop knowledge and skills for the practice of psychology, as well as a disposition for scholarly inquiry.

- Proficiently locates empirically-based research articles.
- Proficiently reads and critically evaluates empirically-based research articles.
- Proficiently considers the implications of research read and uses research when appropriate.
- Proficiently develops research questions and research designs that have the capacity to contribute to the current research base.

Competency 2: The intern will demonstrate the ability to conduct and present scholarly research.

- Proficiently communicates scholarly research.
- Proficiently conducts original research.
- Proficiently presents and discusses research that can be applied to school-based practice.

2. Ethical and Legal Standards

Aim: The intern will demonstrate competence in presenting himself/herself as a knowledgeable health service psychologist and behave in a manner consistent with ethical guidelines, state laws, and federal regulations.

Competency 1: The intern has knowledge of and incorporates ethical and professional standards in the delivery of psychological services.

- Proficiency in the knowledge of ethical principles in the practice of psychology.
- Proficiently applies ethical and professional principles in scholarship and practice.
- Proficiency in the knowledge of state and federal laws applicable to special education and the practice of psychology in schools.
- Proficiently applies state and federal laws applicable to special education and the practice of psychology in the schools.

3. Individual and Cultural Diversity
Aim: The individual will demonstrate knowledge, sensitivity, awareness, and skills needed to deliver high quality services to diverse populations.

Competency 1: The intern will be competent in their multicultural knowledge and awareness in regards to ethnicity, race, religion, socio-economic status, gender, and sexual orientation.

- Proficiently demonstrates knowledge of possible diversity issues related to values, beliefs, traditions, customs, parenting styles, language barriers, and the effects of disabilities on others/lifestyles.
- Proficiently gains knowledge of issues related to multicultural diversity by reading empirically-based literature related to the multicultural/diversity factors that may affect aspects related to psychological services.
- Proficiency in the knowledge and awareness of biases within one’s self.

Competency 2: The intern will demonstrate multicultural competence in delivery of psychological services.

- Proficiently interacts with culturally different individuals in a sensitive and culturally responsive manner.
- Proficiently demonstrates considerations for multicultural and diversity factors during assessments and planning of psychological interventions.
- Proficiently demonstrates sensitivity and respect for cultural and ethnic differences when providing psychological services.
- Proficiently uses strategies to minimize and/or eliminate harmful effects of personal biases when engaging in psychological services.

4. Professional Values and Attitudes

Aim: The intern will present as a well trained professional showing an identity as a psychologist and as a school psychologist, as evidenced by a strong commitment to ethical behavior and competent service delivery with an understanding and appreciation for working with individuals from diverse populations and backgrounds.

Competency 1: The intern will develop professional interpersonal skills and a professional disposition that is necessary to effectively deliver psychological services.

- Proficiently demonstrates the ability to maintain a good working relationship with colleagues.
- Proficiently engage in conflict resolution and collaborative problem-solving strategies.
- Proficiently obtains group consensus on common goals and implementation strategies.
- Proficiently uses interpersonal skills in a positive and constructive manner that contributes to the completion of psychological services related tasks.
• Proficiently attends to schedule, required times, and preparation for the delivery of psychological services.
• Proficiently follows work assignments and professional tasks to completion in a timely manner.
• Proficiently organizes professional time and manages the stress and competing demands associated with providing psychological services in schools.
• Proficiently seeks updates regarding ethical and legal changes, as well as changes in best-practices in providing psychological services in the schools.

5. Communication and Interpersonal Skills

Aim: The intern will possess the ability to relate effectively and professionally with others, to form collaborative working relationships and communicate complex information clearly.

Competency 1: The intern will demonstrate competence in written and oral communication of the results and recommendations of evaluations to the student, the students’ parents, and a multi-disciplinary team.

• Proficiently communicates results of evaluations to students, families, and school personnel orally.
• Proficiently communicates results of evaluations to students, families, and school personnel in a formal written report.
• Proficiently makes appropriate recommendations that are based on a synthesis of the data collected and addresses the referral concern/problem, as well as integrating community resources when appropriate.
• Proficiently determines when a referral to a community agency is needed when conducting formal and informal evaluations.

6. Assessment

Aim: The intern will be able to select and apply assessment methods that draw from empirical literature and that reflect the science of measurement and psychometrics, and can collect relevant data using multiple sources and methods to define problem areas, strengths, and needs.

Competency 1: When conducting evaluations (i.e. psychoeducational evaluations, functional behavior assessments, counseling evaluations, etc.) of school-aged children with a variety of presenting problems and educationally related issues, the intern will demonstrate competence in accurately selecting, administering, and interpreting empirically-validated assessments and informal data collection tools.

• Proficiently conducts formal interviews of children, teachers, and families and gains information to assist the student, with an awareness of client cultural differences.
• Proficiently collects data to measure a client’s ability to perform specific academic skills.
• Proficiently collects data during the direct observation of clients.
• Proficiently selects appropriate empirically-validated tests and measures when conducting an evaluation to address an array of presenting problems within a school setting.
• Proficiently administers and scores tests and measures when conducting and evaluation for an array of presenting problems within a school setting.
• Proficiently interprets the results of measures of empirically-validated tests and measures.

Competency 2: The intern will demonstrate competence in determining the diagnosis of common disabilities in children and adolescents.

• Proficiently integrates data from multiple sources.
• Proficiently and effectively conceptualizes key clinical issues.
• Proficiently formulates diagnoses in line with DSM-5 criteria.
• Proficiently determines eligibility for special education services according to state and federal special education laws.

Competency 3: The intern will demonstrate competence in conducting a system-wide screening for a variety of presenting problems and educationally related issues.

• Proficiently determines the appropriate empirically based screening instruments for a variety of presenting problems and educationally related issues for the purposes of identifying individual clients who would benefit from more extensive evaluations/interventions.
• Proficiently administers and scores appropriate empirically-based screening instruments for a variety of presenting problems and educationally related issues.
• Proficiently interprets the results of the screening assessment and identifying individuals that would benefit from more individualized interventions/treatments.
• Proficiently communicates the results of screening relevant stake-holders.

7. Intervention

Aim: The intern will be able to apply empirical and problem solving based approaches to interventions for individuals, groups, and systems; select and apply intervention techniques and methods that are evidence based; and can apply multiple methods to address the diverse needs of individuals, families, and systems.

Competency 1: The intern will demonstrate competence in effectively developing and directly implementing evidence-based interventions to increase the social, behavioral, and emotional functioning of students.

• Proficiently identifies the target social, behavioral, and/or emotional skill(s) based on data collected.
- Proficiently selects research-based interventions to target social, behavioral, and/or emotional functioning of students based on data collected and the unique characteristics and contexts of the client.
- Proficiently implements research-based interventions to target social, behavioral, and/or emotional functioning of groups of clients.
- Proficiently implements research-based interventions to target social, behavioral, and/or emotional functioning of groups and clients.
- Proficiently measures the progress of the client(s) regarding target social, behavioral, and/or emotional functioning throughout the intervention.
- Proficiently evaluates the outcome of the intervention targeting social/emotional/behavioral skills.
- Proficiently communicates progress and outcomes of interventions targeting social/emotional/behavioral skills to all relevant stakeholders.
- Proficiency in identifying, contacting, and incorporating community-based resources in intervention activities.

Competency 2: The intern will demonstrate competence in effectively implementing system-wide prevention/intervention services.

- Proficiency in the knowledge and familiarity of empirically-based systems-level intervention services.
- Proficiently conducts a needs assessment of systems-level prevention/intervention services.
- Proficiently directly implements empirically-based systems-level prevention/intervention services.
- Proficiently evaluates the effectiveness of prevention programs.
- Proficiently identifies, contacts, and incorporates community-based resources or members in prevention activities.

8. Supervision

Aim: Intern will have an understanding of their professional growth through their experiences as supervisees and will have gained the necessary knowledge and skills needed to provide clinical supervision of the mental health providers they will be given responsibility to manage throughout their careers.

Competency 1: The intern effectively identifies when supervision is needed and incorporates supervision into service delivery.

- Proficiently recognizes limits of competence, and request supervision when necessary.
- Proficiently identifies professional strengths and limitations within his/herself.
- Proficiently demonstrates openness to feedback.
• Proficiently demonstrates willingness and capacity for personal, as well as professional growth.

Competency 2: The intern will be competent and knowledgeable in models of clinical supervision and deliver adequate and effective supervision of other practicing school psychology.

• Proficiency in the knowledge of empirically-based culturally sensitive models and strategies of supervision.
• Proficiently implement empirically-based, culturally sensitive strategies of supervision.
• Proficiently evaluate the overall effectiveness of supervision provided to others.

9. Consultation and Interpersonal/Interdisciplinary Skills

Aim: Interns will demonstrate knowledge and skills related to collaboration and consultation with families and professionals, within and across settings, and are able to work with individuals.

Competency 1: The intern will demonstrate competency in identifying the problem during the consultation process.

• Proficiently collects data from a variety of sources in order to determine a deficit between expected skills and current skills displayed.
• Proficiently identifies target behaviors or skills to intervene based on data collected.

Competency 2: The intern will demonstrate competency in developing a plan with other professionals and parents on behalf of their clients.

• Proficiency in the knowledge and familiarity of empirically supported intervention strategies targeting academic skills.
• Proficiency in the knowledge and familiarity of empirically supported intervention strategies targeting behavior, social, and emotional skills.
• Proficiently selects the appropriate intervention in collaboration with relevant stakeholders.
• Proficiently trains other qualified professionals to implement the mutually selected intervention.

Competency 3: The intern will demonstrate competence in collaborating during the implementation of the intervention during the consultation process.

• Proficiently collects data in order to monitor the progress of the client throughout the intervention implementation of the consultation process.
• Proficiently graphs and presents progress-monitoring data to relevant stakeholders during the consultation process.
Competency 4: The intern will competently report the results of consultation to relevant stakeholders.

- Proficiently communicates results of consultation to students, families, and school personnel orally.
- Proficiently communicates results of consultation to students, families, and school personnel in formal written report.
- Proficiently makes appropriate recommendations regarding future directions of the consultation process.
- Proficiently determines when a referral for additional services or more extensive evaluation is needed during the consultation process.
Appendix B

STATEMENT OF AGREEMENT

between

STEPHEN F. AUSTIN STATE UNIVERSITY
School Psychology Program

P. O. BOX 13019
NACOGDOCHES, TX 75962

and

_____________________________________________
(Please provide the agency name)

Stephen F. Austin State University, hereinafter referred to as the University, and
_____________________________________________, hereinafter referred to as
the Agency, agree to establish an affiliation for the purpose of providing a doctoral internship
course for selected graduate students in School Psychology from the University.

The University and Agency agree that:

1. The purpose of field placements is to provide opportunities for teaching and learning
   activities that will enable the student to meet stated objectives.

2. There will be open channels of communication between the University and Agency
   relative to the internship through designated representatives.

3. The student will adhere to Agency working hours, dress codes, and procedures; however,
   beginning and ending dates for the internship course will be determined by the University after
   consultation with the Agency.

4. Either of the parties may modify or withdraw from the affiliation without penalty or
   liability by giving thirty (30) days-notice in writing to the other party, however any students
   currently serving in an internship with Agency shall be permitted to complete the current
   internship unless withdrawal of the student is necessary due to unsatisfactory performance or
   unacceptable conduct. This agreement may further be temporarily suspended in the event no
   students participate in the internship in a particular semester.
5. The student will adhere to professional ethics, including maintaining strict confidentiality in all client matters, and the rules and regulations of the Agency.

6. The number of qualified students assigned to the Agency will be determined by the Agency and program officials and shall in no instance exceed five (5) students.

7. The student will not be an employee of the University for any purpose pertaining to this internship and will not be entitled to any benefits from the University based on internship activities. No University retirement benefits, social security benefits, group health or life insurance, vacation and sick leave, worker’s compensation and similar benefits available to University employees will accrue to the student. Agency will be responsible for compliance with all applicable laws, rules, and regulations involving, but not limited to, employment, labor, hours of work, working conditions, worker’s compensation, payment of wages and payment of taxes, as applicable and required by law.

8. This agreement is to continue in force each year unless either party submits a written request for termination or modification as described herein.

SFA School Psychology program agrees to:

1. Assign a faculty member to serve as an internship university-based supervisor. This representative will make appropriate visits to the Agency during the semester and will be responsible for point 2 below. In the event that the Agency is located at a distance exceeding 75 miles these visits may be conducted by phone [or Skype].

2. Select academically qualified students who shall be placed at the Agency subject to the approval of the Agency.

3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Agency, in accordance with FERPA and other state or federal laws, prior to the student’s placement.

4. Not unlawfully discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.

5. Because Agency retains responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the Agency.

6. Please Note: It is absolutely essential that all internship school psychology program students wear a conspicuous identification/badge indicating that they are Doctoral Interns in School Psychology, Psychological Interns, or Doctoral Interns in School Psychology.
Moreover, it is essential that all intern students identify themselves as such during all school related activities.

The Agency agrees to:

1. Accept students for specific internships in the Agency, with the provision that the students may also participate in overall Agency programs and activities as appropriate.

2. Provide interns with opportunities to gain experience in assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs.

3. Accept students without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.

4. Provide appropriate instruction by a qualified Agency representative where required, hereafter known as the field supervisor, approved by the University, at a ratio of no more than two interns to one supervisor.

5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the Agency insofar as they pertain to the activities of the students while participating in the internship.

6. Inform the University of changes in Agency policy, accreditation, procedures, and staffing that affect internship courses.

7. Withdrawal of the student by the University when the placement fails to be in the best interest of the Agency, student, or University.

8. Professional field supervision of each intern is provided by an individual that is both a licensed specialist in school psychology and a licensed psychologist or, in a non-school setting, by a psychologist credentialed for that setting. Field supervision may be shared with other appropriately credentialed personnel in the unit, but the credentialed school psychologist or psychologist provides the preponderance of direct supervision and assumes full responsibility for the supervision provided.

10. The field supervisor is considered a qualified supervisor by the licensing board/agency in the jurisdiction in which the internship occurs.
11. Unless supervisors have been assigned a significant portion of their time to devote to supervising interns, each supervisor is assigned to no more than two interns at any one time. Intern supervision is taken into account when determining supervisor workload.

12. The internship includes an average of at least 2 hours of individual, face-to-face supervision per full-time week, with structured mentoring and evaluation that focus on development of the intern’s competencies by a licensed psychologist employed by the agency. Supervision time may be adjusted proportionately for less than a full-time week or schedule.

13. Please Note: It is absolutely essential that all internship school psychology program students wear a conspicuous identification/badge indicating that they **Doctoral Interns in School Psychology, Psychological Interns, or Doctoral Interns in School Psychology**. Moreover, it is essential that all interns identify themselves as such in during all school related activities. **The Agency agrees that intern students will wear this form of identification at all times while on the public school or clinic campus.**

In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties, hereto in their capacity as stated, affix their signatures and declare their intentions effective the ________ day of ______________________, 20_____.

__________________________________
Agency Name

__________________________________
Agency Director

__________________________________
Stephen F. Austin State University
University, School Psychology Program

__________________________________
President
Appendix C

Stephen F. Austin State University
Department of Human Services
School Psychology Doctoral Program

EPS 655 Doctoral Practicum Affiliation Agreement
200 Hours Total; 80 Hours Direct Service

Stephen F. Austin State University, hereinafter referred to as the University, and the _________________, hereinafter referred to as the Agency, for the period of ___________ through ___________,

Agree to establish an affiliation for the purpose of providing a practicum course for selected graduate students in School Psychology from the University.

As per the Texas State Board of Examiners of Psychologist, all documented practicum hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency. Practicum students practicing in other states are responsible for determining the appropriate supervision necessary. The practicum includes an average of at least 1 hour of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the practicum student’s competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule. The Field Supervisor will evaluate the practicum student twice during the placement using forms provided by the School Psychology Program. These evaluations will be submitted to the University Supervisor.

The Practicum placement is designed to familiarize students with the educational and service delivery system. Students will demonstrate the integration of skills acquired during the Program by case management through direct intervention or consultation involving a targeted skill that is behavioral (Fall) and academic (Spring). Additional activities may be included as part of this Practicum based on consideration of students’ academic background, work experiences, and ability, as well as the field supervisor’s credentials.

Practicum activities may be accomplished independently OR in conjunction with the Field Supervisor (e.g., the student alone; the supervisor observes the student; the student observes the supervisor). The goal of the practicum experience is for students to achieve the greatest degree of independence possible in effective service delivery of specific skills. Field Supervisors will need to consider the professional growth and comfort level of the student to make that determination.

The Agency site agrees to the following:
1. Accept students for specific field practicum in the Agency, with the provision that the students may also participate in overall Agency programs and activities as appropriate;
2. Provide students with opportunities to meet the required number of hours gaining experience in assessment, intervention, behavior management, and consultation for clients representing a range of ages, populations, and needs;
3. Accept students without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;
4. Provide appropriate instruction by a qualified Agency representative where required, hereafter known as the field supervisor, approved by the University;
5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the Agency insofar as they pertain to the activities of the students while participating in a practicum;
6. Inform the University of changes in Agency policy, accreditation, procedures, and staffing that affect field practica courses;
7. Support withdrawal of the student when the placement fails to be in the best interest of the Agency, student, or University;
8. As per the Texas State Board of Examiners of Psychologist, all documented practica hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency. Practicum students practicing in other states are responsible for determining the appropriate supervision necessary.
9. The practicum includes an average of at least 1 hour of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the practicum student’s competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule.
10. The field-based supervisor, who is an appropriately credentialed employee, will provide mid-term and final evaluations of students’ performance;
11. Have an assigned site supervisor who monitors and approves trainee’s time commitment in service delivery each week by reviewing and signing student logs that document direct service and presence on site. The site supervisor must meet and adhere to the Texas State Board of Examiners of Psychologists requirements for supervisor.

The SFA School Psychology Program agrees to:

1. Assign a faculty member to serve as a practicum university-based supervisor, who will maintain ongoing contact with the Agency and assume responsibility for points 2 and 6 below;
2. Select academically qualified students who shall be placed at the Agency subject to the approval of the Agency;
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Agency, in accordance with FERPA and other state or federal laws, prior to the student’s placement;
4. Not discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief;
5. Because the Agency retains responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the Agency;
6. Provide onsite supervisors with appropriate forms and procedures for trainees’ mid-term and final evaluations; trainees’ evaluation of placement site and trainees’ evaluation of each supervisor.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:
Domain 1: Data-Based Decision Making and Accountability
Domain 2: Consultation and Collaboration
Domain 3: Interventions and Instructional Support to Develop Academic Skills
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Preventive and Responsive Services
Domain 7: Family–School Collaboration Services
Domain 8: Diversity in Development and Learning
Domain 9: Research and Program Evaluation
Domain 10: Legal, Ethical, and Professional Practice

It is understood that the practicum student will purchase their own professional liability insurance to cover the period of the practicum placement.

<table>
<thead>
<tr>
<th>Should concerns arise regarding the practicum student’s competence or performance the University Supervisor must be notified immediately.</th>
</tr>
</thead>
</table>

Name of Site: ____________________________________
Address: ________________________________________
Street Address: ____________________________________
       City, State, ZIP
Telephone #: _____________________________________
Website Address: _________________________________

ATTENTION ONSITE SUPERVISOR:

_______ Check if this site has an official agreement with Stephen F. Austin State University.
_______ Check if you have read the course syllabus.
_______ Check if you currently are employed full-time with the site noted above.
_______ Check if you have had prior supervision experience.
_______ Check if you have had training in supervision.
_______ Check if you have secured documentation that the trainee has secured professional liability insurance

Field Supervisor’s Credentials: __________________________ # __________________
<table>
<thead>
<tr>
<th>School Psychology Practicum Student/Date</th>
<th>Field Supervisor Signature/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>City, State, ZIP</td>
<td>City, State, ZIP</td>
</tr>
<tr>
<td>Telephone number (home)</td>
<td>Telephone number (home)</td>
</tr>
<tr>
<td>Cell phone number</td>
<td>Cell phone number</td>
</tr>
<tr>
<td>Email address</td>
<td>Email address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor/Date (Course Instructor)</th>
<th>Program Director Signature/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>City, State, ZIP</td>
<td>City, State, ZIP</td>
</tr>
<tr>
<td>Telephone number (home)</td>
<td>Telephone number (home)</td>
</tr>
<tr>
<td>Cell phone number</td>
<td>Cell phone number</td>
</tr>
<tr>
<td>Email address</td>
<td>Email address</td>
</tr>
</tbody>
</table>

Copies of this 4-page agreement with all required signatures shall be maintained by the practicum student, the on-site (field) supervisor, the university based supervisor, and the program administrative assistant. It is the responsibility of the practicum student to insure that signatures are secured and copies are distributed no later than the 2nd class period of the semester.
Appendix D

STEPHEN F. AUSTIN STATE UNIVERSITY
School Psychology Program
P. O. BOX 13019
NACOGDOCHES, TX 75962

and

_________ INDEPENDENT SCHOOL DISTRICT

Stephen F. Austin State University, hereinafter referred to as the University, and the _______ Independent School District, hereinafter referred to as the Agency, agree to establish an affiliation for the purpose of providing a practicum course for selected graduate students in School Psychology from the University.

The University and Agency agree that:

1. The purpose of field placements is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives. As such, the practicum student may not log hours for providing services under the authority of a license they currently hold or for services provided under any title other than “School Psychology Practicum Student” or “Psychological Student”, when operating within the state of Texas.

2. There will be open channels of communication between the University and Agency relative to the field practicum through designated representatives.

3. The student will adhere to Agency working hours, dress codes, and procedures; however, beginning and ending dates for the field practicum courses will be determined by the University after consultation with the Agency.

4. Either of the parties may modify or withdraw from the affiliation without penalty or liability by giving thirty (30) days-notice in writing to the other party, however any students currently serving in a practicum with Agency shall be permitted to complete the current practicum unless withdrawal of the student is necessary due to unsatisfactory performance or unacceptable conduct. This agreement may further be temporarily suspended in the event no students participate in the practicum in a particular semester.

5. The student will adhere to professional ethics, including maintaining strict confidentiality in all client matters, and the rules and regulations of the Agency.

6. The number of qualified students assigned to the Agency will be determined by the Agency and program officials and shall in no instance exceed five (5) students.

7. The student will not be an employee of the University for any purpose pertaining to this practicum and will not be entitled to any benefits from the University based on this practicum. No University retirement benefits, social security benefits, group health or life insurance, vacation and sick leave, worker’s compensation and similar benefits available to University employees will accrue to the student. Agency will be responsible for compliance with all applicable laws,
rules, and regulations involving, but not limited to, employment, labor, hours of work, working conditions, worker’s compensation, payment of wages and payment of taxes, as applicable and required by law.

8. This agreement is to continue in force each year unless either party submits a written request for termination or modification as described herein.

The SFA School Psychology Program agrees to:

1. Assign a faculty member to serve as a practicum university-based supervisor. This representative will make appropriate visits to the Agency during the semester and will be responsible for points 2 and 3 below.

2. Select academically qualified students who shall be placed at the Agency subject to the approval of the Agency.

3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Agency, in accordance with FERPA and other state or federal laws, prior to the student’s placement.

4. Not unlawfully discriminate on the basis of race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.

5. Because Agency retains responsibility for the delivery of its services, withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the Agency.

6. Require each school psychology practicum student to develop and complete a behavior intervention plan in the Fall and an academic intervention plan in the Spring and present this report to the university-based supervisor as part of the required activities during the respective practicum experience.

7. Require all practicum students to wear a conspicuous identification/badge indicating that they are SFA School Psychology Practicum Students and require all practicum students to identify themselves as a “School Psychology Practicum Student” or as a “Psychology Student” during all school related activities or other appropriate title depending on state law or regulation.

The Agency agrees to:

1. Accept students for specific field practicum in the Agency, with the provision that the students may also participate in overall Agency programs and activities as appropriate.

2. Provide practicum students with opportunities to gain experience in assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs.

3. Accept students without regard to race, citizenship, national origin, sex, age, religion, disability, veteran status, or political belief.

4. Provide appropriate instruction by a qualified Agency representative where required, hereafter known as the field supervisor, approved by the University.

5. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies, and procedures of the Agency insofar as they pertain to the activities of the students while
participating in a practicum. Furthermore, written documentation of those regulations, policies, and procedures will be provided to the practicum student.

6. Inform the University of changes in Agency policy, accreditation, procedures, and staffing that affect field practica courses.

7. Notify the University of withdrawal when the placement fails to be in the best interest of the Agency, student, or University.

8. As per the Texas State Board of Examiners of Psychologist, documented practicum hours, and supervised experience, and psychological services may only be rendered under the authority of a qualified supervisor of the practicum experience (i.e., the field-based supervisor) and is employed as an employee or consultant by the district or agency. Practicum students practicing in other states are responsible for determining the appropriate supervision necessary. Agency agrees to adhere to this and any other applicable law or regulation.

9. Include an average of at least 1 hour of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the practicum student’s competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule.

10. Assist each school psychology practicum student in completing his/her behavior intervention plan in the Fall and academic intervention plan in the Spring for presentation to the university-based supervisor.

11. Require all practicum students to wear a conspicuous identification/badge indicating that they are SFA School Psychology Practicum Students and require all practicum students to identify themselves as a “School Psychology Practicum Student” or as a “Psychology Student” during all school related activities or other appropriate title depending on state law or regulation. Agency agrees that practicum students will wear this form of identification at all times while on the public school or clinic campus.

In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties, hereto in their capacity as stated, affix their signatures and declare their intentions effective the _________ day of ______________________, 20_____.

__________________________________
Agency

__________________________________
Superintendent of Schools, __________ISD

__________________________________
Stephen F. Austin State University

__________________________________
President
Appendix E

Student Corrective Action Plan

(Check one) ____Initial Plan _____ Follow-up _____ Final Review

Student:__________________________________________ Date:_______________

Identified Areas of Concern:

A. 

B. 

C. 

D.
**Remediation Plan and Schedule:**

State for each area of concern:

<table>
<thead>
<tr>
<th>Area</th>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation Met? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Corrective Action Plan (Continued)

Progress Since Last Review (if applicable): _____ Sufficient _____ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): ________________________

Student Reactions:
Signatures:

Student Signature: ________________________________ Date_______________
Advisor: _________________________________ Date__________________
School Psychology Director: ________________________ Date__________________
Appendix F

Individual Student-Advisor Review

Student Name:________________________________________

Date of Meeting:_______________________

Persons Present:________________________________________

Summary of Problem(s). Include specific behaviors, setting, and name of person who first identified the problem.
Faculty Recommendation:

____ No action required (state reasons).

____ Remediation required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.

____ Matter forwarded to Department Chair.

RECOMMENDATION APPROVED:

Student’s Advisor: ____________________________ Date: ________________

Director School Psychology Program: _______________ Date: _______________

Date of Feedback meeting: ______________________
Student’s comments:

Signature of Student:__________________________ Date:_______________

(Signature does not indicate agreement, only that feedback was given.)
Appendix G

POLICY STATEMENT ON IMPAIRMENT,
INCOMPETENCE, AND ETHICAL MISCONDUCT

I have read and fully comprehend the student dismissal policy.

Name of Student (Please print): _____________________________________________

Signature of Student: ___________________________ Date: ______________________

*Please photocopy this entire document for your files and return the signed original.*

Objective

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing impairment, incompetence, and/or ethical violations that occur in the course of graduate education in School Psychology.

Introduction

As described in the Graduate Student Handbook(s), the overarching goal of the School Psychology programs is to prepare professionals in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, appropriate professional attitudes and behavior, and academic integrity. Specific goals and expected competencies cover the following five areas:

1. Knowledge of the practice and science of Psychology and School Psychology as a profession;
2. Integration of practice and research;
3. Commitment to an ongoing contribution to the profession of School Psychology;
4. Respect for and compliance with legal/ethical guidelines, as well as all program, departmental, and university policies, procedures and deadlines;
5. It is the student’s responsibility to maintain appropriate communication with the program and department, including required participation on email listservs. Other forms of communication, such as mailboxes, bulletin boards, student representatives, and faculty advisors should be consulted regularly.

Students are expected to be familiar with their respective program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy, in conjunction with the Graduate Student Handbook(s), describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the program when remediation is not possible.
Definitions

Impairment is defined as interference in professional functioning that reflects a decline from previously adequate functioning, given the student’s developmental level in training. Impairment may manifest in one or more of the following ways:

1. Difficulty in or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
2. Difficulty in acquiring professional skills and reaching an accepted level of competency;
3. Difficulty in controlling personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

While it is a professional judgment as to when a student’s behavior becomes impaired rather than problematic, a problem refers to a trainee’s behaviors, attitudes, or characteristics which, while of concern and perhaps requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
3. The quality of services delivered by the student is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The student’s behavior does not change as a function of feedback or time.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. These are cases in which adequate competence has never been achieved and may not be possible to achieve. Students who have failed remediation for impairment are considered incompetent.

Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) and National Association of School Psychologists (NASP) are not followed. All School Psychology graduate students are expected to adhere to these codes. The codes are intended to provide general principles to guide decision making in situations encountered by psychological professionals in their activities. The primary goal is the welfare and protection of the individuals and groups with whom psychological professionals work. It is the individual responsibility of each psychological professional to aspire to the highest possible standards of conduct. Psychological professionals respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

Students are expected to uphold all policies, standards, and ethical/legal regulations of relevant state licensing boards. Students who affiliate with the National Association of School Psychologists or Division 16 of the American Psychological Association are likewise bound by their respective codes of ethics.
Identification and Verification of Problems Requiring Remediation or Dismissal

Impairment, incompetence, or ethical misconduct can be identified in a variety of ways. Formal evaluation of each student’s progress takes place annually. Further, possible problems can be identified at any point in the student’s academic career by a faculty member, staff member, supervisor, or by another student. Procedures from remediation and dismissal are detailed in the following sources:

1. SFA Student Handbook
Appendix H

DISSERTATION COMMITTEE FORM

Student Name:                        Program Name:

Student ID:                          Student E-Mail:

Proposed Committee Membership:

Chair/ Co-Chairs:

________________________  ___________________________  ____________________________
Faculty Signature               Date                        Faculty Name Printed

________________________  ___________________________
Faculty Signature               Date                        Faculty Name Printed

Other Members:

________________________  ___________________________  ____________________________
Faculty Signature               Date                        Faculty Name Printed

________________________  ___________________________
Faculty Signature               Date                        Faculty Name Printed

________________________  ___________________________
Outside Member Signature       Date:                       Outside Member Name Printed

________________________  ___________________________
Department Chair Name Signature Date:                       Department Chair Name Printed
Appendix I

STEPHEN F. AUSTIN STATE UNIVERSITY
APPLICATION FOR DISSERTATION EXAMINATION

Name ______________________________ Date __________________

Graduate Major _______________________ Degree Sought ______________

Title of Dissertation:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

This will certify that the above-named student has been approved to be examined over
the above titled dissertation.

Date requested for the exam: ______________________________________________

Time _______________________ Bldg. and Room _____________________________

Signature of:

(Dissertation Director) Signature ___________________________ Date _____________

(Co-Director/ Committee Member) Signature ___________________________ Date _____________

(Committee Member) Signature ___________________________ Date _____________

(Committee Member) Signature ___________________________ Date _____________

(Committee Member) Signature ___________________________ Date _____________

(Committee Member) Signature ___________________________ Date _____________

(Committee Member) Signature ___________________________ Date _____________
Appendix J

STEPHEN F. AUSTIN STATE UNIVERSITY

DISSERTATION PROPOSAL APPROVAL FORM

___________________________________  ________________________________
Student Name                      Date

Graduate Major:       School Psychology Ph.D.

Title of Dissertation:  ________________________________________________

___________________________________  ________________________________
Dissertation Chair/Co-Chair   Signature   Date Approved

___________________________________  ________________________________
Dissertation Chair/Co-Chair   Signature   Date Approved

___________________________________  ________________________________
Committee Member             Signature   Date Approved

___________________________________  ________________________________
Committee Member             Signature   Date Approved

___________________________________  ________________________________
Committee Member             Signature   Date Approved

___________________________________  ________________________________
Committee Member             Signature   Date Approved

___________________________________  ________________________________
Outside Member                Signature   Date Approved

___________________________________  ________________________________
Department Chair              Signature   Date Approved

80
Appendix K

STEPHEN F. AUSTIN STATE UNIVERSITY

GRADUATE SCHOOL

REPORT OF DISSERTATION EXAM

Name of Student: ____________________________________________________________

Title of Dissertation: ______________________________________________________

Examination of the above student on the dissertation titled above was held at

___________________ o’clock on _____________________ in

___________________________.

In the opinion of members of the examining committee, the student’s dissertation examination
has been completed satisfactorily or unsatisfactorily as indicated in the column in which each
member of the committee has signed below.

SATISFACTORILY                              UNSATISFACTORILY

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

As major professor of the above named student, and as chairman of the examining committee, I
certify that the student had satisfactorily completed all the requirements with respect to the
dissertation examination.

_________________________________________________________________________

Dissertation Director                                          Major Department Chair

Date ______________________________
Appendix L

Semester ___________ Year __________________

APPROVAL OF ENROLLMENT IN 475 ___ AND 575 ___ (please check one)

DEPARTMENT OF HUMAN SERVICES

INSTRUCTIONS FOR STUDENTS REQUESTING APPROVAL OF THIS COURSE:

1. Before registration, ask the department chair to identify a supervising professor. Take this form to the recommended professor. If the professor agrees to supervise your work, the two of you complete the appropriate parts of this form. Secure his/her signature and that of the department chair.
2. Register for the appropriate section of 475 or 575 as designated by your department chair.
3. See your professor on the day that classes begin to schedule conference dates.
4. All assignments must be completed and submitted to your professor for evaluation prior to final exam week.

TO BE COMPLETED BY THE SUPERVISING PROFESSOR. Describe requirements, method, procedure, type of assignments, etc., to be made. (Use back of page if more space is needed)

Reason for requesting this course:

I approve the plan above and agree to supervise this study.

_______________________________
Signature of Supervising Professor      Date

_______________________________
Department Chair Signature           Date

TO BE COMPLETED BY THE STUDENT: I understand the course requirements and that I will receive a grade of “F” if my work is unsatisfactory or not completed on time. I also understand that it is my responsibility to arrange for regular conferences with my professor.

_______________________________
Student’s Signature            ID Number        Date

Supervising Professor’s Evaluation: This student has satisfactorily completed the course described above and has earned a grade of ___. His/her transcript should show the following title for the above course.

____________________________________________________________

_______________________________
Signature of Supervising Professor       Date
REQUEST TO CHANGE ADVISOR FORM

Student Name: _________________________________________________________

Student ID: ___________________________________________________________

Degree Sought: MA       PhD     (circle one)

Current Advisor: ________________________________________________________

Change To: _____________________________________________________________

Student Signature                  Date

Advisor Signature (Current)            Date

Advisor Signature (New)                  Date

Program Director                   Date

Original document will be retained in student’s file.
Copies will be distributed to current and new advisors.
Appendix N

STEPHEN F. AUSTIN STATE UNIVERSITY

GRADUATE TRANSFER CREDIT

<table>
<thead>
<tr>
<th>Name</th>
<th>Campus ID</th>
<th>Date</th>
</tr>
</thead>
</table>

The graduate courses listed below are eligible for transfer to Stephen F. Austin State University. The student pursuing a master’s degree with thesis may transfer a maximum of six (6) semester hours; a student pursuing a master’s degree without thesis may transfer a maximum of twelve (12) semester hours. The courses listed on this form may not necessarily apply toward a degree.

To transfer this credit toward a graduate degree at Stephen F. Austin State University, the student must have the approval of the appropriate academic department and graduate dean.

Credit transfer from: _______________________________________________________

<table>
<thead>
<tr>
<th>Eligible Courses:</th>
<th>Expiration Date:</th>
<th>Transfer as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Course number – Title- Credit hours)</td>
<td>(Semester completed + 6 yrs)</td>
<td>(Substitute for)</td>
</tr>
<tr>
<td>Ex: BIO 5415-Ichthyology-4</td>
<td>Ex: Fall 2012</td>
<td>Ex: BIO 523</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>

Academic Advisor Date

Academic Chair Date

Academic Dean Date

Graduate Dean Date

Please return signed form to the Graduate School. 9-13-2012

84
Appendix O

Checklist for Annual Evaluations

Student Name: ______________________________
Date: ________________________________
Initial Year of Admission: __________________
Advisor: __________________________________

- Annual Reports Organized in notebook & submitted by deadline
- Updated Vitae in APA format
- Reference from assistantship placement supervisors
- Practicum/Internship Evaluations
  - Onsite supervisor signed practicum/internship logs indicating direct and indirect hours
- Certificate of Insurance
- Academic Transcript for enrollment during the previous academic year and following Summer
- Verification of professional development activities (i.e. conference attendance, workshops, in services, brown bag)
- Scholarship/research (i.e. IRB applications; professional presentations, including copies of papers and PowerPoint distributed; Publications, copies of 1st page of published article or manuscript)
- Professional membership (e.g. NASP, APA, ABA)
- If applicable, all course evaluations including a narrative describing strengths and plan for improvement

All 2nd year students and beyond are expected to submit the documentation of the 1st 8 items noted above. These are required to receive a satisfactory rating with satisfactory evaluations.

All 1st year students must submit updated vitae in APA format.
Appendix P

Program Faculty Portfolio Scoring Directions

Student Name: _______________________________ Date: ______________ Year: ________

Scorer(s): ____________________________________________

Scoring should be relative to what is expected of cohorts for the year of the submission.

Score of 1: check all that apply (Unsatisfactory)

___ Significant pieces missing from portfolio
___ Products demonstration mastery include information that is inaccurate
___ Student did not meet criteria for exposure and experience
___ Student did not demonstrate positive outcomes

Comments; State in specific terms what needs to be added, modified or improved:

Score of 2: (Improvement Needed)

___ Some pieces missing from portfolio
___ Information in portfolio to demonstrate mastery is confusing, not clear
___ Student needs some remediation for exposure and experience in area
___ Minimum demonstrate of positive outcomes

Comments; State in specific terms what needs to be added, modified or improved:

Score of 3: (Satisfactory)

___ Portfolio complete for artifacts and products for that year’s submission
___ Information presented shows mastery of skills
___ Student has had adequate exposure and experience in area
___ Student demonstrates acceptable level of positive impact

Comments; State in specific terms what would be needed to improve score to 4 or 5:

Score of 4: (Exemplary)

___ Portfolio meets criteria for 3 and shows products above and beyond what is required in area
___ Information presented shows above-average mastery of skill
___ Student exceeds criteria for exposure and experience in area
___ Student shows above-average positive impact/outcomes

Comments; State in specific terms what would be needed for a score of 5:

Score of 5: (Honors)

___ Products demonstrate superior application, specialty in this area
___ Information shows superior understanding of area
___ Student shows exemplary exposure and experience/specialty in this area
___ Student shows superior positive impact at individual, group and systems level in this area

Comments:
Appendix Q

Social Media Do’s and Don’ts for Students and Practitioners

As social media continues to grow and more people choose to use it, it is important that policies are developed to keep clients and budding practitioners safe and aware of risks. Posts that you choose to make in poor taste now may negatively impact your career in the future. Though there are no consistent ethical guidelines or standards among training programs relating to how trainers, graduate students, and practitioners should use social networking and social media professionally, we have developed a list of do’s and don’ts for students to abide by. If don’ts are violated even after remediating the first instance, students may be subject to being removed from the program.

Do’s

1. Have a Positive Social Media Presence
   - Have some type of presence
   - It’s almost "weird" in today’s society when you don’t
   - Being active on social media is strong quality for a student or budding professional when positive
   - Future employers will look at your social media presence
     - a strong, active and engaging one is GREAT!
   - Keep your posts positive and informative
     - You want people to feel very positive about you?
       - It’s okay to be “human” but some censoring is necessary

2. Use Social Media to Connect with Prospective Employers
   - Maybe consider making a professional profile today
   - Take advantage of the LinkedIn social media platform
     - Connecting with professionals in the career field that you’re interested and ambitious
     - Showing off your CV and/or resume and achievements could lead to a job in the future

3. Post engaging photos related to what you do and are interested in
4. Spellcheck!
5. Make your bios GREAT across platforms!
6. BE NICE
7. Use a “Mommy Test”
   - If you wouldn’t want to show your mom your posts, why show a potential employer?
8. Use Appropriate hashtags
9. Know and understand the “language”
Don'ts

1. Don’t:
   - Post illegal activities
   - Trash your professors, advisors, program directors, program, university, fellow students, internship/practicum supervisors, colleagues, boss (THE LIST GOES ON)
   - Post confidential information
   - Lie/Cheat/Be Dishonest/Plagiarize/
     - Fudging achievements
     - Lying about what you’re doing (sick granny, illness…)
   - Threaten/Bully
   - Ignore specific policies outlined by your program/practicum/internship/place of work
   - Be careless in tagging your location
   - Like questionable content
   - Trust privacy settings to always protect you 100%
   - Post emotionally
   - Forget to periodically update and remove unprofessional points of your profile
   - OVERUSE/Use while you’re supposed to be at a designated place depending on placement

In efforts to ensure this is understood, the program will have a required in-service for students that will review the do’s and don’ts in depth.