JAMES I. PERKINS COLLEGE OF EDUCATION
Department of Human Services and Educational Leadership

Ph.D. in School and Health Service Psychology Program

Program Approved by the
Texas Higher Education Coordinating Board

Doctoral Student Handbook 2024-2025

Program Resources

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TABLE OF CONTENTS

Welcome

Dear Student,

On behalf of the faculty, staff, and students of the Department of Human Services and Educational Leadership at Stephen F. Austin State University, we welcome you to the School and Health Service 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 and Health Service 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 and Health Service Psychology Program, the Department of Human Services and Educational Leadership, 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 a school and health service 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 and health service psychology. Your experience as part of the 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), among others. 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 the faculty is the best point of contact you have with the program.

The SFASU School and Health Service Psychology Faculty

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 SFA Perkins College of

Education (PCOE) Department of Human Services and Educational Leadership, the School and Health Service Psychology Program has a long-standing commitment to engagement in cutting edge research, training practices, and the integration of technology.

The inception of the School and Health Service Psychology Doctoral Program was in 2009. The degree takes 5 years to achieve leading to a Licensure as a Psychologist in the State of Texas. Graduates of the School and Health Service Psychology Doctoral Program have a high rate of employability upon graduation and licensure. Typically, students in the program receive multiple job offers following and in the process of graduation. It is common for Texas school districts and special agencies to contact program faculty with openings throughout the year for full and part time School Psychologists around the country. Further many of our graduates work in independent clinical practices or at higher education institutions. The State of Texas (and places across the country) have continued to identify School Psychologists and Psychologists as high-need areas.

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 HSTC 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/ is also connected to the School and Health Service Psychology faculty at the department with national and international representation on the Editorial Board. The journal serves as an accessible option 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 and Health Service Psychology Program includes resources for clinical and research experiences.

The School and Health Service Psychology Doctoral Program

The SFA School and Health Service Psychology Doctoral Program was authorized by the Texas

Higher Education Coordinating Board (THECB) in 2009, and the 99-hours post-baccalaureate PhD track was authorized by THECB in 2018. Since 2009, the doctoral program has been 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 and private schools as well as clinical practice. 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 most of our classes follow the instructional modality of face-to-face in a physical classroom. Students in the School and Health Service 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.

Program Overview

The School and Health Service Psychology Doctoral Program at SFA is a residential program, that embraces a scientist-practitioner model of training in which practice, research, and theory are considered integrated components. As per the THECB's authorization of this doctoral program, didactic instruction is provided face-to-face in a classroom, or other appropriate setting (i.e. live-stream when appropriate).

The programs view 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 programs adhere to the idea that practice and research should reciprocally influence and strengthen each other. The programs prepare 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 SFA School and Health Service Psychology Program stresses the applied scientific nature of 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. Training orientations combine assessment,and interventions as well as the social ecological model as the central unifying scientific themes in understanding human behavior in working with children, youth, families and schools. Within the training orientation, emphasis is placed on effective scientifically supported interventions for academic, behavioral, and family and system problems.

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 and Educational Leadership in the PCOE, the program emphasizes the professional identity of school and health service psychologists within the broader field of psychology that prepares students to competently perform a variety of school and out-of School and Health Service Psychology functions. The program also addresses an education that values and respects cultural diversity among students, faculty, and service recipients.

"Following the guidelines of APA, the program's faculty members take steps to ensure that all qualified students and faculty are welcome within the program, regardless of their backgrounds. Thus, program faculty seek to create a learning environment where individuals of all backgrounds have the opportunity to learn and to make a contribution to the profession of psychology. Consistent with such efforts, the program faculty act to ensure a supportive and encouraging learning environment appropriate for the training of individuals and the provision of training opportunities *for all individuals* in the program. 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."

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 their 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 the role as citizens of the 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, adults, parents, and families; and

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

Accreditation

Stephen F. Austin State University is accredited by the 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 Council for the Accreditation of Educator Preparation (CAEP) accredits teacher education programs at the bachelor's, master's, and specialist's degree levels. The SFA Graduate School adheres to the Guidelines of the Council of Graduate Schools in the United States, and the SFA School and Health Service Psychology Program adheres to the Council's charge to protect the rights of students.

Although not accredited by the American Psychological Association (APA), the program integrates its philosophical and ethical foundations of) 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, 2003; http://www.apa.org/ethics/code/index.aspx).

The program also honors the tenets of the National Association of School Psychologists: The National Association of School Psychologists (NASP) empowers school psychologists by advancing effective practices to improve students' learning, behavior, and mental health. (From the mission statement of the National Association of School Psychologists, https://www.nasponline.org/utility/about-nasp/vision-core-purpose-core-values-and-strategicgoals).

School Doctoral Psychology Program Goals, Objectives, & Competencies

The School and Health Service 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, academic and psychosocial problems. Our program emphasizes functional analytic, collaborative, and databased 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 psychologist are relevant to both academic and social issues within the 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 SFA 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 PCOE, 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 learnercentered 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 and youth for academic, behavioral and emotional problems;
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 and youth of all backgrounds;
4. provision of services for early detection and intervention for children from preschool to high school and college 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;
7. assessment of instructional, behavioral and emotional problems;
8. consultation services with schools, teachers, and parents, provision of assessment and interventions for children, adolescents,young adults and families in environments that include but are not limited to schools, colleges/universities, community mental health settings, hospitals, and specialized treatment settings.

State Licensure and Certification at the Doctoral Level

Graduates of this program qualify for licensure as a Licensed Psychologist (LP), and licensure as Licensed Specialist in School and Health Service Psychology (LSSP) in Texas. Licensure requires meeting the Rules of the Texas Behavioral Health Executive Council (BHEC) and Texas State Board of Examiners of Psychologists (TSBEP). In addition to the degree in School and Health Service 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 and Health Service Psychology Examination (ETS/NTE #40) for licensure as a Licensed Specialist in School and Health Service Psychology (LSSP).
Both levels of licensure, licensed psychologist and licensed specialist in School and Health Service Psychology, require the passing of a state jurisprudence exam as well. Other requirements include a oneyear 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. TSBEP Rules change frequently. It is the responsibility of the student to remain informed of these changes. TSBEP has set rigid deadlines and guidelines, and students should request their information packet, and review it carefully in order to be well prepared for the licensure process. The licensure process is an expensive process.

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Texas Behavioral Health Executive Council
333 Guadalupe, Suite 3-900
Austin, TX 78701
512-305-7700 www.bhec.texas.gov

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State Licensure as a Licensed Specialist in School and Health Service Psychology (LSSP) in the State of Texas includes meeting the requirements of the BHEC and TSBEP. Subsequent to the degree in School and Health Service Psychology from a regionally accredited university, candidates must pass a national exam for licensure: the National School and Health Service Psychology Examination **Praxis Series, School Psychologist** exam**.** These examinations are administered every other month beginning in January. Texas' minimum passing score for Licensed Specialists in School and Health Service Psychology is 147. **Licensure** requires the passing of a state jurisprudence exam within 6 months of application. **The Jurisprudence Examination** is required of all candidates for licensure and covers the Texas Psychologists' Licensing Act, Board Rules, and applicable Texas laws.

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Texas Behavioral Health Executive Council
333 Guadalupe, Suite 3-900
Austin, TX 78701
512-305-7700 www.bhec.texas.gov
**Certification as a Nationally
Certified School Psychologist
(NCSP)**

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NASP offers the NCSP credential. ***All students are required to take and pass the Praxis examination during the summer prior to enrollment in SPSY 6154 School and Health Service 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:

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National Association of School Psychologists
4340 East West Highway, Suite 402

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Bethesda, MD 20814
301-657-0270

Program Emphasis
The emphasis of this curriculum is on prevention and intervention within the context of databased 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 and Health Service 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. professional values and communication
7. legal, ethical, and professional issues in psychology
8. practicum experience
9. a comprehensive internship

Program Learning Outcomes
1. **Human Diversity:** Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations:** Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.
3. **Content Knowledge:** Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.
4. **Research & Technology:** Candidates must demonstrate the ability to apply their knowledge of research, statistics, and evaluation methods to inform all areas of practice,

from selecting appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. **Professional Skills and Dispositions**: Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.

6. **Application of Principles and Procedures:** Assessment should demonstrate candidates' effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consulteecentered) models of consultation.

7. **Communication:** The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.

Faculty

The program faculty body is composed of state licensed and/or nationally certified psychologists, school psychologists, or professionals having expertise in a content area deemed relevant in training Psychologists Graduate training in School and Health Service Psychology is complemented by the expertise and resources provided by faculty in the Departments of Psychology and Human Services and Educational Leadership. This interdisciplinary approach affords the student a broader perspective of the field of psychology. The faculty of the program pride themselves 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.

The faculty members of the program are dedicated to working with students in a close mentoring relationship in order to prepare them for doctoral-level practice and research. Students are encouraged to pursue outside experiences and professional interactions (e.g., professional organization membership, present at regional and national conferences, and publish in refereed professional journals). In particular, faculty 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.

Student Demographic

Since its conception in 2009, the program has had 37 graduates. Racial/ethnic minority enrollment is approximately 52% of the total doctoral enrollment in School and Health Service Psychology. About 70% of the students are female (See http://www.sfasu.edu/humanservices/97.asp for additional information).

Here is the student demographic information for the last six years:

Academic Year	# of Candidates Enrolled in the Program	Females	Males	Ethnicity	# of Program Completers
2023-2024	35	30	5	24 non-caucasian students	5
2022-2023	35	27	8	21 non-caucasian students	3
2021-2022	32	24	8	16 non-caucasian students	1
2020-2021	29	19	10	17 non-caucasian students	7
2019-2020	26	18	8	15 non-caucasian students	1
2018-2019	29	20	9	14 non-caucasian students	6

Admissions and Degree Requirements

Minimum Completion Requirements

The doctoral program in School and Health Service Psychology includes formal course work, practica and internship experiences, participation in local, regional or national professional organizations, comprehensive evaluation, and dissertation research. Students are encouraged to attend full time and follow the sequence of courses. Following the official full-time sequence, the average time for completion of the doctoral track for students is 5 years.

Eligible Students:

- Applicants with bachelor's and master's degrees in psychology, education or related disciplines.
- Applicants with master's degrees could be eligible for transferring credits (see below).

- The most competitive undergraduate juniors in psychology or psychology-related fields may apply for early admission to the Ph.D. program through the SFA Overlap Program http://www.sfasu.edu/humanservices/documents/overlap-rec_fm_062014.pdf.

Admission Decisions

Admission decisions are based on full faculty review of applications, size of incoming cohort, and consideration of the collective body of application materials. Applications are due **February 15th** of each year. Applicant interviews will occur in May. Graduate Teaching and Research Assistant (GTA/GRA) applications will also be considered at this time.

It is anticipated that the program will accept 7-8 new students per year, with emphasis on attracting a highly qualified student population.

Three Types of Admission

Clear admission

An applicant to the PhD in School and Health Service Psychology program must have an overall graduate or undergraduate grade point average (GPA) of at least 3.3 OR a grade point average of 3.5 on the last 60 hours of undergraduate work (exclusive of freshman-level courses), each on a 4.0 scale.

Probationary admission

An applicant to the School and Health Service Psychology Program failing to achieve clear admission to graduate study may be considered for probationary admission on a case-by-case basis under which the student is eligible to work toward a graduate degree, but with the provision that the student earn at least a B on course work the first semester or summer session of registration or be placed on academic suspension.

Provisional admission

School and Health Service Psychology Program applicants who are unable to supply all the required documentation prior to the first semester of enrollment, but who, based on previous academic performance, appear to meet the requirements for clear admission, may be considered for provisional admission. This status requires the recommendation of the appropriate department and the approval of the academic dean, and it is valid for one regular semester.

Overlap Program Admission

The Overlap Program permits qualified undergraduates to pursue a limited number of graduate studies concurrently with undergraduate ones. A maximum of 12 credit hours is allowed. To be eligible for the Overlap Program, a student must be enrolled at SFA and must have achieved at least 95 semester hours of undergraduate credit. A student with fewer than 115 hours of undergraduate credit must present a 3.5 grade point average both overall and in the major field. A student with 115 hours or more of undergraduate credit, however, may be admitted to the Overlap Program by presenting a 3.3 grade point average overall and a 3.5 grade point average in the major field.

To be admitted to the Overlap Program, a student should: -
Apply to the Graduate School
- Complete an Overlap Application which can be located at:
http://www.sfasu.edu/graduate/documents/overlap-recommendation.pdf
- Obtain the recommendation of the School and Health Service Psychology Program, and - Obtain the recommendation of the appropriate academic dean.

Degree Plan

The plan of study is developed prior to admission into the School and Health Service 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. Below are the degree plans based on the student background. The below programs are examples given that plans can vary by student and their desired completion time.

Tracks

There are two different paths for student selection in admission to the doctoral program. The post-bachelors track where students are required to take 99 semester hours, including the fulltime academic year internship. A selected number of students may qualify for the post-masters track, which requires students to complete a 63 semester hours, including the full-time academic year internship (see below). Following the official full-time sequence, the average time for completion of the post-baccalaureate doctoral program for students is 5 years. Following the recommended full-time sequence, the average time for completion of the post-master's doctoral program for students is 3 years. The graduate school requires that the doctoral degree be completed within 10 years from the time of initial enrollment at SFA.

Elegibility for a Post-Bachelors Track

Applicants with bachelor's degrees in areas related to psychology and education will be considered for admission under this track. Applicants with master's degrees in other disciplines may also apply to the post-baccalaureate Ph.D. track.

Total Hours: 99 Hours (5 Years Completion)

	Fall	Spring	Summer
Year 1	• RSCH 6311- Intro. Ed. Research • SPSY 6342-Intro. to School and Health Service Psychology • SPSY 6311-Psychoed. Assessment	• SPSY 6348-Ethics SPSY 6347- Adv. School Psychology SPSY 6312: Individual • Intelligence Testing	• SPSY 6346-Child and Adoles. Psychopathology • SPSY 6344-Human Growth and Dev. • SPSY 6343- Social bases of Behavior & Personality
Year 2	• SPSY 6331- Quantitative Research Methods • SPSY 6301 Learning & Cognition • SPSY 6315-Child Assessment	• SPSY 6321: Child & Adolsc Therapy • SPSY 6314-Human Neuroscience • SPSY 6336- Single Subjects Design	• SPSY 6317- Biopsych interventions • SPSY 6305: Severe Dev. Disab./Autism
Year 3	• SPSY 6322 Adv. Family Therapy • SPSY 6323-Multiculture in Schools and Systems • SPSY 6334-Psychometrics	• SPSY 6306: Applied Behavior Analysis • SPSY 6335-Multivariate Stats • SPSY 6316-Neuropsychological assessment	• SPSY 6353-Practicum (Clinical) • SPSY 6138 Dissertation
Year 4	• SPSY 6353 Practicum (School) • SPSY 6138 Dissertation • SPSY 6349-History & Systems	• SPSY 6353 Practicum (School) SPSY • 6303- Consultation & Supervision SPSY • 6138 Dissertation	PRAXIS COMPREHENSIVE EXAM
Year 5	• SPSY 6154-Internship	• SPSY 6154-Internship	

*In red proposed class names change for AY 2026

Elegibility for a Post-Masters Track

Students holding a master's degree in school, clinical or counseling Psychology can qualify for the 63-hour track. To qualify for this track, students must:

1. have obtained a degree from a regional institution in a health service psychology area.

2. must have obtained a B or better on graduate level courses related to:
    a. developmental psychology
    b. ethics
    c. diversity
    d. a class that covers basic information about the health related psychology field (i.e. school, clinical, or counseling psychology).
    e. supervised practica (at least 600 hours).

Total Hours: 63 Hours (3 Years Completion)

YEAR ONE		
Fall	**Spring**	**Summer I & II**
SPSY 6346: Child/Adolesc. Psychopath.	SPSY 6304: Verbal Behavior	SPSY 6316: Advanced Neuropsychological Assessment
SPSY 6336: Single Case Res. Design	SPSY 6347: Advanced School Psychology	SPSY 6353: Practicum
SPSY 6315: Child/Family Assessment	SPSY 6334: Advanced Research Method	
	SPSY 6348: Ethics	
Total: 9 hours	**Total: 12 hours**	**Total: 6 hours**
YEAR TWO		
Fall	**Spring**	**Summer I & II**
SPSY 6353: Practicum	SPSY 6353: Practicum	SPSY 6138: Dissertation
SPSY 6335: Multivariate Analysis	SPSY 6321: Child and Adolescent and Family Therapy	SPSY 6349: History, Systems & Interventions
SPSY 6138: Dissertation *Committee Identified and Completed Proposal Development w IRB approved.*	SPSY 6306: Applied Behavior Analysis	SPSY 6305: Severe Dev. Disab./Autism
	SPSY 6138: Dissertation *Dissertation Completion and Oral Defense*	***Doctoral Comprehensive Exam***
		Prepare for Internship Application
Total: 9 hours	**Total: 12 hours**	**Total: 9 hours**
YEAR THREE		
Fall	**Spring**	**Summer I & II**
SPSY 6154: Internship	SPSY 6154: Internship	
Total: 3 hours	**Total: 3 hours**	

Program Sequence and Curriculum

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.

Transfering Credits

Students may transfer transfer up to 12 credit hours towards the doctoral program. To initiate the process, students must complete the class transfer/substitution form and submit it to their advisor or program coordinator prior to the start of the respective courses.

Below are the program requirements for class substitution/transfer:

Courses for which a student seeks transfer credit must:

1. Not be used for other degree
2. Have been taken at a regionally accredited institution
3. Have been taken at the graduate level
4. Have been taken within 10 years of the student's date of matriculation.
5. Have received a grade of B or better
6. Meet the Discipline-Specific Knowledge or Profession-Wide Competency required content assigned to the course in our curriculum
7. Have been taken in-person or in a blended format, NOT fully online
8. Syllabus must be reviewed by program faculty with expertise in that domain
9. Formally petition to have the course reviewed to the program faculty.

Shifts in Course Schedules

Program shifts in course schedules will only occur in cases of unanticipated, significant attrition within cohorts. 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.

Independent Study

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

Deviations from the official course sequence

Any student-requested deviation from the official course sequence and/or degree plan must be approved by the School and Health Service Psychology Program Faculty (SPFF) in writing. Students should first bring proposed changes to their advisor, who will then bring the proposal to

the SPPF for a final decision. Changes made without SPPF written approval will result in delays in program completion and a loss of good standing in the program. Loss of good standing could result in being placed on probation; delayed approval for practicum, internship, and dissertation, and dismissal from the program.

Changing the Degree Plan and/or Program Requirements

Upon admission to the School and Health Service Psychology Program, students will receive a degree plan and a copy of this handbook. These two documents describe the requirements for degree completion. Students who want to deviate from their degree plan or modify program requirements must submit a formal request to the program faculty. The program faculty will approve/modify/not approve changes to the degree plan or program requirements. Changes in the requirements will be noted in the student's file, and a degree plan change form will be submitted to the Dean's office

Continuous Progress

The School and Health Service 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 and Health Service Psychology Committee or the Graduate School.

Students Rights

Students in the programhave the right to receive high-quality education, access to necessary resources, and fair and impartial treatment from faculty and staff. They are entitled to clear communication regarding program requirements, expectations, and any evaluations of their performance. Additionally, students have the right to voice concerns and appeal decisions that affect their academic standing or progress in the program. Privacy and confidentiality regarding their academic records and personal information are also fundamental rights.

Responsibilities

Students are expected to demonstrate a high level of academic integrity, engage actively in their coursework and research, and adhere to ethical standards in all academic and professional activities. Regular and productive communication with program faculty members is essential to ensure timely progress and address any issues that may arise. Students must also respect the rights and contributions of their peers and contribute to a positive and collaborative academic environment. Meeting all deadlines, fulfilling program requirements, and participating in professional development opportunities are critical components of their responsibilities.

Professional Development

The program integrates rigorous academic coursework with practical and research experiences, enabling students to develop a strong foundation in theoretical knowledge, empirical skills and in the practice of psychology. The program faculty members are committed to provide personalized guidance to foster the student's development of professional competencies, including critical thinking, ethical decision-making, and effective communication. We accomplish this, by

organizing bi-weekly workshops/seminars/invited guess speakers to expose students to the latest advancements in the field and to facilitate networking with professionals and peers. The program also emphasizes the importance of teaching experience, offering opportunities for students to lead undergraduate courses. Additionally, students are encouraged to engage in community outreach and professional organizations, further broadening their experience and preparing them for diverse career paths in academia, research, and applied settings.

Residency

Each student *should* enroll in residence as a full-time student for at least 9 hours per Fall semester and Spring semesters and 6 hours in the Summer. Approximately 62% of all courses are face to face and the instructor and the students are expected to be in the same room during lectures/practices. Other courses can be fully online, livestream or hybrid modalities.

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. If a student receives a C in any class, they will be placed on academic probation and 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. *If a student makes a second C, they will be dismissed from the program. If a student makes any grade lower than a C, they will be dismissed from the program.*

In addition, a GPA of 3.25 must be maintained at all times. 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 5000 and 6000 level courses.

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 an F.

Time Limitations

All requirements toward a doctoral degree must be completed within a period of 10 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 and Health Service Psychology Doctoral Program strongly encourages full-time students to complete their doctoral program within 5 years of their acceptance into the program.

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/admissions-and-aid#section=financial-aid).

Graduate Assistantship

The School and Health Service Psychology Doctoral program provides 16 assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Graduate Assistantships in the School and Health Service 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 $21,225 for a 9 month employment: Fall, and Spring semesters). For consideration for a graduate assistantship, applicants indicate interest in writing when accepted into the program.

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 for post baccalaureate students and two years for students coming into the program with a Masters in School and Health Service Psychology, pending adequate performance/annual reviews and budgetary requirements.

A graduate student on scholastic probation may not hold a graduate assistantship. In general, a person may not have any employment in addition to the graduate assistantship. If a graduate assistant wants to maintain an additional employment, a request must be made to and approved by the program faculty, and an outside employment form must be submitted according to University policy. **The minimum course load for a graduate assistant is 6 semester hours.**

Professional Activities

Student-to-student mentoring. Each incoming doctoral student is assigned to an existing graduate assistant from the School and Health Service 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 and Educational Leadership encourage students to attend appropriate professional conferences and workshops. In this program, conferences and workshops sponsored by the National Association of School and Health Service Psychology (NASP), the Texas Association of School and Health Service Psychology (TASP), 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. Students are expected to document engagement in ongoing professional involvement (e.g., professional conference and workshop attendance, professional organization service and leadership) and scholarly activities (e.g., professional presentations, publications). Such documentation should be present in dossiers submitted annually for program faculty review and evaluation. Students should maintain updated dossiers throughout enrollment. 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 PCOE.

Professional involvement. Student membership in at least one professional state organization (e.g., TASP) and at least one national organization (e.g., NASP, APA) 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.
1. Active participation in professional service leadership in a local, regional, state, and/or national professional organization (i.e., representative, student liaison, officer, conference development);
2. Active participation in service leadership in program-sponsored professional development activities;
3. Active participation and service leadership in university graduate student organizations.
4. Participation in log-approved Continuing Professional Development (CPD) activities, which may include, but are not limited to opportunities offered in and outside the program; and
5. Participation in service leadership in program-related activities (i.e., Orientation, peer mentoring, admission interviews, faculty search interviews, student recruitment).

Scholarly activities. Prior to degree completion, all students are expected to 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:
1. Submission of a manuscript for publication in a professional journal, which may be completed with faculty or fellow students;
2. Submission of a grant proposal for review;
3. Presentation of a workshop for a professional community, agency or organization;
4. Presentation of a workshop for parents, adolescents or young children;
5. Presentation of a scholarly paper or poster at a local non-program, state, regional or national/international professional conference; and
6. Author or co-author of a book chapter, journal article, encyclopedia entry, book review, or test review.

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

Student Performance Evaluation

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: (a) student portfolio submission and (b) a review of the student's overall performance conducted by the School and Health Service Psychology Program faculty.

Each student's progress is evaluated annually. Students document progress and performance in the program by establishing and maintaining a portfolio. Annual performance portfolio submissions are due every January, and submissions are due via the "School Psychology PhD program" class' D2L dropbox. Requirements include:

1. Cover letter
2. Updated Vitae
3. Inclusion of your unofficial transcript
4. Certificate of Insurance
5. Verification of attendance to professional conferences
6. Proof of professional membership(s)
7. GA contracts/evaluations
8. Signed copy of practicum/internship hours
9. Research or service presentations/publications (to demonstrate knowledge and ability in psychological research, all students are required to be the first author and primary presenter at **one** state, regional, or national psychology conference). A poster or paper presentation is acceptable.
10. Evaluations of professional dispositions (if applicable)
11. Course evaluations (if applicable)
12. Professional training or certificates
13. Dissertation progress (if applicable)

The assessment of the annual portfolio follows this process:
1. A selected faculty member (reviewer) uses the attached rubric to evaluate the student's annual performance.
2. After completing the review, the reviewer presents the score and discusses the student's strengths and weaknesses with the entire faculty group.
3. The faculty members then vote to determine if: a) the student is in good standing, b) the student is in good standing but has missing documentation, or c) the student is not in good standing.
4. Following the meeting, feedback is communicated to the student via email.

Evaluation: If the student is deemed to be in good standing but has missing documentation, they are allowed to gather and submit the necessary documents by April 1st. If the student is not in good standing, an individualized remediation plan is created. The remediation plan includes the following:

1. Meeting with faculty reviewer to explain why items were not included/unnaceptable.
2. Submission of items or plan on how items will be completed April 1st every year.
3. Students should complete the initial remediation plan to avoid a second remediation plan, which may include professional behavior/conduct training.
4. If the second remediation plan is not completed, an academic suspension due to noncompliance may result in an inability to register for classes, including internship and dissertation. At this point, 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.

Individual review. An individual review may also occur when a faculty member and/or concerned party expresses a concern or complaint about the student in writing to the School and Health Service 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, and 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. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

Evaluation and Review of Student Performance

Retention 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 GPA of 3.25, have no letter grades lower than a B, are making satisfactory progress toward completing degree requirements, and meet the minimum requirements, as outlined in the SFA Graduate Handbook (http://sfasu.edu/docs/research-graduate-studies/orgs-graduate-student-handbook-202004.pdf) Note that failure to complete departmental requirements by the department's stated deadlines may also result in corrective action by the Graduate School.

Moreover students must maintain appropriate professionalism in class and field settings; observe the fundamental rules of ethical conduct; and receive successful annual reviews conducted by the department throughout their graduate training experience. Consistent with university policy, the Department of Human Services and Educational Leadership 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.

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 clinical coursework and/or supervised experience
- reduction in the number of classes taken each semester • change of amount, format, and/or content of supervision
- an individual Plan of Improvement.
- referral to SFA's Early Alert Program
- a leave of absence from the 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 (http://www.sfasu.edu/documents/student-handbook.pdf).

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 the program. If the student wishes to return to the program, reapplication for admission is required.

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.

Due Process

To ensure fairness and transparency in addressing academic and behavioral concerns, decisions regarding termination follow a process procedure that involves several steps.

1. **Initial Identification of Concern.** Concerns regarding a student's academic performance or behavior are identified by faculty, staff, or peers. These concerns are documented in writing and reviewed by the faculty body during the monthly program meetings.
2. **Informal Resolution Attempt.** The concerned faculty member or advisor meets with the student to discuss the issue and attempt an informal resolution. This may involve providing feedback, offering support resources, and setting expectations for improvement.
3. **Formal Notification** If the issue is not resolved informally, the student receives a formal written notification detailing the specific concerns, the evidence supporting these concerns, and the potential consequences if the issues are not addressed.
4. **Meeting with Faculty.** The student is invited to meet with the program faculty to discuss the concerns. Tin this meeting, the student has the opportunity to present their perspective, provide additional information, and suggest potential solutions.
5. **Development of a Remediation Plan** If the committee determines that remediation is appropriate, a written remediation plan is developed. This plan outlines specific actions the student must take to address the concerns, a timeline for completion, and the criteria for evaluating success.
6. **Implementation and Monitoring** The student implements the remediation plan. Progress is monitored regularly, with the student receiving ongoing feedback from the advisor or designated faculty member.
7. **Evaluation of Progress.** At the end of the remediation period, the student's progress is formally evaluated by the program faculty The evaluation considers whether the student has met the criteria outlined in the remediation plan.
8. **Outcome Decision.** Based on the evaluation, the program faculty decides whether the student has successfully addressed the concerns. Possible outcomes include:
   - ✦ **Successful Completion:** The student is deemed to have met the criteria, and no further action is needed.
   - ✦ **Continued Remediation:** The student has made progress but has not fully met the criteria. The remediation plan is extended with revised expectations.

✦ **Program Dismissal:** If the student has not made satisfactory progress, the committee may recommend dismissal from the program. The student receives written notification of this decision.

9. **Appeal Process.** The student has the right to appeal the decision. The appeal must be submitted in writing within a specified time frame (e.g., 30 days) and should outline the grounds for the appeal (below). The appeal will be reviewed by the department chair, associate dean, dean, and dean of graduate studies.

10. **Final Communication.** The final decision is communicated to the student in writing. If the appeal is successful, appropriate actions are taken to support the student's continuation in the program. If the appeal is denied, the decision is final, and the student is informed of any further steps they need to take.

Grievance Procedures

Students who have a grievance with the program are encouraged to first discuss the issue with the person or people involved in an attempt to resolve the matter informally. If this approach is not successful, the student may file a formal grievance with the program director. The formal grievance process involves submitting a written complaint to the program director, outlining the nature of the grievance and any supporting documentation. The program director will then investigate the complaint and may meet with the student and any other parties involved to gather additional information.

After the investigation is complete, the program director will make a decision regarding the grievance and communicate this decision in writing to the student. If the decision is not satisfactory to the student, they may appeal the decision to the chair of the Human Services and Educational Leadership chair and the dean of the College of Education. The program is committed to resolving grievances in a timely and fair manner. Students are encouraged to follow the grievance process and to seek guidance and support from their faculty advisor or other members of the program as needed. Additionally, the program is committed to maintaining confidentiality throughout the grievance process, to the extent possible, to protect the privacy of the student and any other parties involved.

Filing an Appeal or Academic Grievance

A student who wishes to appeal a grade, or who wishes to contest the course requirements, examinations, course content, admission to a program, instructor behavior, or similar issue, must first make informal attempts to resolve the issue at hand. Information designed to help you navigate the situation and ensure your concerns are addressed can be found at Concerns About Faculty and Staff page on the Dean of Students Office website. After informal resolution strategies have been pursued, you may file a formal written complaint through your mySFA account. Select the "File a Formal Written Complaint" link in the "University Policies" box on the mySFA home screen.

Petition for Candidacy

Doctoral Comprehensive Examinations

All students must pass a program-administered doctoral comprehensive examination prior to taking SPSY 6138: Dissertation. After completing 45 doctoral hours of School and Health Service Psychology coursework, students are eligible to take the Doctoral Comprehensive Examination. The comprehensive examination sections align with the APA training competencies. Students who fail must schedule a re-take. Students who fail the second examination will be allowed to re-take the test one more time. Failing scores on the third evaluation will result in dismissal from the program.

Practicum and Internship Requirements

Practicum experiences focus on assessment, academic and behavioral intervention, counseling, home-school collaboration, and consultation. Students complete three integrated practicum courses (SPSY 6353). The integrated practicum course required for both post-baccalaureate and post-masters doctoral students requires the student to accumulate a minimum of **800 hours**. Practicum hours can be completed as 300 hours in each Fall and Spring semester of enrollment and/or 200 hours for a Summer semester. Practicum experiences will be based on the experience and background of the student, in which students in the post-bachelors and those with clinical experience will be required to complete at least 600 hours of school-based practica. Students with previous school-based training (i.e., those with masters in School and Health Service Psychology) will be required to complete at least 600 hours of practica in outside-school experiences which typically occur in a clinical setting. Students will receive supervision from field-based and university-based supervisors during their practicum experiences. Upon successful completion of the practicum experiences, students are prepared for the internship.

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

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 fieldbased 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, two times per 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 and Health Service Psychology doctoral program, have demonstrated competency in practica (i.e., scores of 3 or higher on each item on the fieldbased supervisor evaluation form), 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 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 also 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/or NASP. Specific responsibilities for the internship agency, intern, and university are outlined in the SPSY 6154 Memorandum of Agreement.

In general, students have three options for completing their doctoral internship training experience. Any option that a student chooses must be approved by the School and Health Service 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 they seek 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 and Health Service 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 NASP, APA, The Council for Directors of School and Health Service Psychology Programs (CDSPP), and the Texas State Board of Examiners in School and Health Service Psychology (TSBESP). The requirements for this type of training program are outlined in the Memorandum of Agreement. Internship programs meeting these requirements must employ two or more interns and two or more licensed psychologists 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 and Health Service Psychology program. If a separate licensure or certification is required to practice School and Health Service 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 PhD requirements. This option does not clearly meet licensure requirements in the state of Texas; therefore, if a student wishes to become a licensed psychologist they should carefully research the licensure requirements for the jurisdiction in which they wishe 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 1,750 hours 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 is required. Students in the post-bachelor's and in clinical/counseling masters track must complete their doctoral internship in a placement that allows for a minimum of 600 hours

in a school setting. Students in the School and Health Service Psychology post-masters track can complete their doctoral internship in a school and/or clinical 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/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 would be terminated before the end of the semester.

The intern. The intern is responsible for discharging their 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 intern supervisor must have a minimum of three (3) years of credentialed experience as a school psychologist or psychologist and be employed as a regular employee or consultant with the school district or agency. 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, deter-mines 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 to monitor the progress of the intern and to be apprised of any problems.

Doctoral Dissertation Requirements and Procedures

Doctoral Dissertation Committee

PhD 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 Dissertation 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 and Health Service Psychology PhD program requires a dissertation committee that consists of three members of the School and Health Service Psychology faculty, one graduate faculty member from the Human Services and Educational Leadership department and at least one graduate faculty member from outside the department of Human Services and Educational Leadership.

The required courses related to dissertation are: SPSY 6138 Dissertation – taken for a total of nine (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 SPSY 6138 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. Students should not 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 a 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 within 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 proposal should be completed before the student leaves for internship. Having the dissertation proposal approved prior to internship facilitates timely 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 for SPSY 6138 after they successfully complete their proposal (6 credit hours) and defend (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 during the enrolled semester and subseqeuently be dismissed from the program.

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 could 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.

a) Preparing the dissertation proposal

Before registering for dissertation credit, the student should choose a dissertation chair. The dissertation chair should be a School and Health Service Psychology faculty member (or the dissertation needs to be co-chaired and one of the co-chairs must be a School and Health Service 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 the chosen chair, the student will then select the 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 extended 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 questions (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 the dissertation chair(s) and 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 (A) working with the department administrative assistant or secretary to secure a room for the meeting, (B) notifying committee members of proposal date and time, (C) providing all committee members with a copy of the proposal, and (D) 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 three weeks in advance of the scheduled proposal meeting to provide 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 the 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 the 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 approval process.

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 Dissertation 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 and Health Service Psychology Doctoral Dissertation Committee form.

The student MUST notify the the program director at least 30 days prior to the proposed dissertation defense date. The student must then complete the routing form to notify the following people 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.

The PhD 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 PowerPoint 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 may 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 final manuscript is the document signed by the dissertation committee and the dean of Graduate Studies and is subsequently bound, placed in the library and uploaded to ScholarWorks. Therefore, the manuscript must be of the highest possible quality with respect to content and presentation. The student bears the primary responsibility for quality but must realize that each member of the dissertation committee also bears responsibility and is not obligated to sign the manuscript until satisfied with the overall quality of the dissertation.

Details concerning datelines, forms and requirements for submission of the dissertation are available on the PCOE Graduate School's webpage https://www.sfasu.edu/coe/student-resources/advising/graduate

Dissertation Defense Expectations:

I. Presentation Content
1. Clarity of Research Question(s)

    Clearly stated and well-defined research questions or hypotheses.
2. Literature Review

    Comprehensive and relevant review of existing literature.
3. Research Design and Methodology

    Sound and appropriate research design and methodology.

II. Presentation Delivery
4. Organization and Structure

    Logical flow and well-organized structure of the presentation.
5. Verbal Communication

    Clear articulation, appropriate pace, and effective use of language.
6. Visual Aids

    Effective use of slides or other visual aids to enhance understanding.

III. Defense and Engagement
7. Responses to Questions

    Thoughtful and articulate responses to committee questions.
8. Engagement with Committee

    Active participation and responsiveness during the defense.
9. Handling Challenges

    Ability to address and navigate challenges or critiques.

IV. Research Contribution and Significance
10. Originality and Innovation

    Demonstration of original thinking or innovative approaches.
11. Contribution to the Field

    Clear articulation of how the research contributes to the existing body of knowledge.

V. Professionalism
12. Professional Demeanor

    Professional behavior, demeanor, and respect for committee members.
13. Time Management

    Effective use of the allocated time for the defense.

College Thesis/Dissertation Benchmarks & Document Standards
2/15/2023

PCOE thesis/dissertation documents are to reflect the American Psychological Association (APA), 7th Edition (2020), style, unless an exception is formally requested.

We are aware that theses within the Department of Kinesiology & Health Science often use a manuscript approach to their capstone experience—the thesis. When this is to occur, the student/thesis chair formally requests an exception from using APA style and indicates the name of the journal to which the thesis document will be submitted and identifies that journal's required style. Kinesiology & Health Science theses must reflect the journal and its required style each time the document is submitted for benchmarks in the process.

Please visit the PCOE Graduate Studies website for information, deadlines, and forms: https://www.sfasu.edu/coe/student-resources/advising/graduate

PCOE Thesis/Dissertation Benchmarks
NOTE: Students are responsible for completing and submitting forms with all of the required signatures and must submit all of the additional documents, when required. Submit forms and documents to: coegrad@sfasu.edu .

(1)	**Appointment of thesis/dissertation chair form**
	student initiated
	requires signatures
	submit to coegrad@sfasu.edu
(2)	**Appointment of thesis/dissertation committee form**
	student initiated
	requires signatures
	submit to coegrad@sfasu.edu
(3)	**Thesis/dissertation proposal meeting request form**
	student initiated
	requires signatures
	submit to coegrad@sfasu.edu
	requires the thesis/dissertation proposal document — must be complete, polished, reflecting APA style with accuracy
	the committee chair must approve of readiness of the proposal document prior to initiating the meeting request form
	the proposal meeting request form may be submitted as soon as a day/time/location is confirmed and the formal proposal document is ready, but no later than 10 business days prior to the established proposal meeting date
	the proposal meeting is open to the public — the date, time, location is posted across the university and on social media platforms

		this formal proposal document must be distributed to the chair and committee members for their review at least 10 business days in advance of the approved Proposal Meeting presentation/defense date

		requires a formal, comprehensive, and polished presentation
		all submitted materials (form with signatures and formal proposal document) remain in the PCOE Graduate Studies Coordinator's office
		NOTE: neither the academic unit head nor the dean will review this version of the document
(4)	**Thesis/dissertation proposal approval form**	
	student initiated	
	requires signatures	
	submit to coegrad@sfasu.edu	
	requires the updated thesis/dissertation proposal — must be updated to reflect the outcome of the proposal committee requirements identified during the proposal presentation meeting	
	must be complete, polished, reflecting APA style with accuracy; this formal version of the document requires committee chair, program coordinator (acknowledgement), academic unit head (acknowledgement), dean, and PCOE Graduate Studies Coordinator review/approval prior to submission of the proposal approval form	
	student begins next steps for the study, including applying for IRB/Human Subjects, following a successful proposal presentation/defense and prior to submitting the signed form with the updated, polished proposal document	
	student must submit the signed form with the updated, polished proposal document no later than 10 business days prior to SFA Office of Research & Graduate Studies deadline for the semester/term	
	original documents are sent to the SFA Office of Research & Graduate Studies and copies are kept on file in the PCOE Graduate Studies Coordinator's office	
	NOTE: both the academic unit head and the academic dean will review this document; once their approvals are secured, the student may take the next steps in this process	
(5)	**IRB & Human Subjects Review forms**	
	student initiates	
	requires signatures	
	submit to IRB/Human Subjects personnel within the Office of Research & Graduate Studies	
	NOTE: the dissertation chair is always the Principal Investigator (PI) for the study while the graduate student is listed as the Student Researcher (SR)	
(6)	**Implement study**	
	collect data, analyze data, & write the final report	
	be sure to include the IRB approval documents in the final report's appendix	
(7)	**Thesis/dissertation defense meeting request form**	
	student initiated	

	requires signature
	submit to coegrad@sfasu.edu
	requires the thesis/dissertation final report — must be complete, polished, reflecting APA style with accuracy
	the committee chair must approve of readiness of the dissertation report document prior to initiating the meeting request form
	this final report meeting request form may be submitted as soon as a day/time/location is confirmed and the formal final document is ready, but no later than 10 business days prior to the established report presentation/defense meeting date
	the dissertation report presentation/defense meeting is open to the public — the date, time, location is posted across the university and on social media platforms
	this formal report document must be distributed to the chair and committee members for their review at least 10 business days in advance of the approved Thesis/Dissertation Defense meeting presentation/defense date
	requires a formal, comprehensive, and polished presentation
	original documents are sent to the SFA Office of Research & Graduate Studies and copies of all submitted materials (form with signatures and formal final report document) remain in the PCOE Graduate Studies Coordinator's office
	NOTE: neither the academic chair nor the academic dean will review this version of the document
(8)	**Report of Exam form**
	sent from the SFA Office of Research & Graduate Studies to the thesis/dissertation committee chair
	requires signatures
	submit to coegrad@sfasu.edu
	requires the updated thesis/dissertation final report — must be updated to reflect the outcome of the final defense report committee requirements
	must be complete, polished, reflecting APA style with accuracy
	this formal version of the document requires committee chair, academic unit head, academic dean, and PCOE Graduate Studies Coordinator review/signatures
	NOTE #1: both the academic unit head and the academic dean will review this document prior to the submission of this Report of Exam form to the SFA Office of Research and Graduate Studies
	once all approvals are secured, the student may take the next steps in this process
	this formal final version of the document is submitted to the Graduate Studies Office and to ScholarWorks
	NOTE #2: students will be removed from commencement/graduation when the formal final version of the dissertation is not approved and submitted prior to the SFA deadline for submission — this will result in the student being required to enroll in the next semester for graduation

Formal Documents Standards

All written documents submitted with required forms must be of high quality, without errors, and reflecting the APA 7th Edition style, unless a formal exception has been granted. Submit forms and documents to: coegrad@sfasu.edu .

It is recommended that you submit forms and documents as early as possible for review. Should the documents not be of high quality, without errors, and reflecting APA 7th Edition style, they will be returned for correction. Should the documents not be approved or identified as acceptable, the benchmark date may need to be rescheduled. This may delay your progress through your formal steps of the thesis/dissertation and, thus, your graduation date.
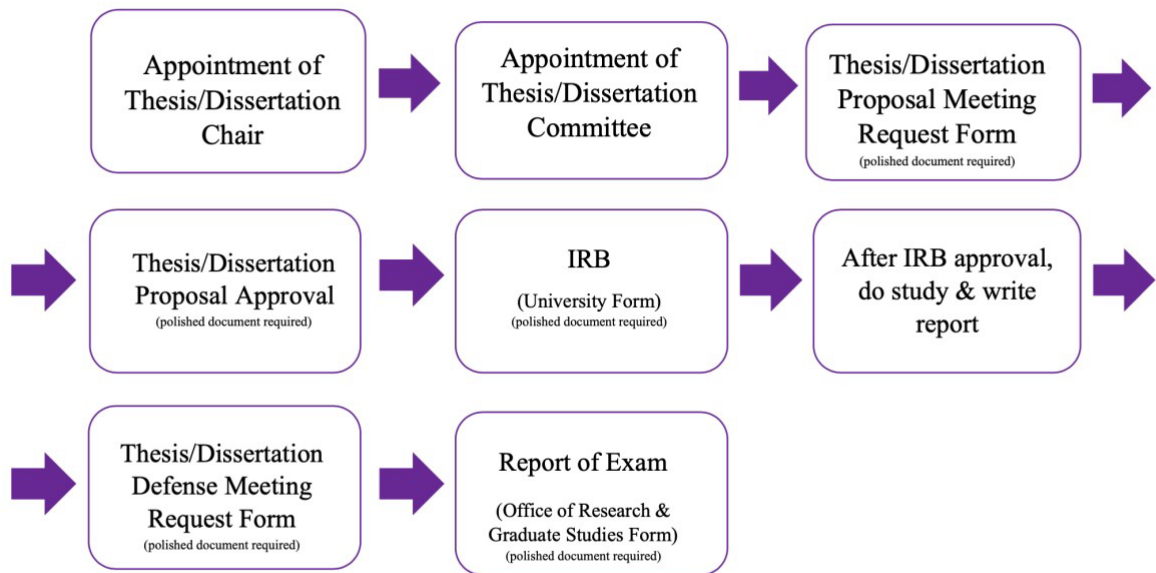
High quality, without error, and reflecting the APA 7th Edition style means attention to: • the document reflects scholarly writing and publishing principals, including ethics compliance (APA 7th Edition, Ch 1)

• the document includes professional paper required elements (APA 7th Edition, Ch 2; academic unit templates/guidelines)

• Kinesiology & Health Science theses must attend to APA 7th Edition, Ch 3, Journal Article Reporting Standards

• the document must reflect high quality, error-free text; see APA 7th Edition, Ch 4, Writing Style and Grammar; pay particular attention to both sections of this chapter: Effective Scholarly Writing and Grammar and Usage; the subsection on Verbs, pp 117-120, is of particular importance. This section addresses the necessary verb tense differences between a proposal document and a final defense document. This section also addresses the necessary verb tenses of different chapters/sections of the thesis/dissertation document

• the document must reflect attention to the mechanics of writing; see APA 7th Edition, Ch 6, Mechanics of Style; pay particular attention to all sections of this chapter, pp 153-191

• the document must reflect attention to the presentation of tables and figures; see APA 7th Edition, Ch 7, Tables and Figures, pp 195-250

• the document must reflect accuracy in citations within the text and the accuracy in presenting complete citations within the reference list section; see APA 7th Edition, Ch 8, Works Credited in the Text, pp 253-278 and Ch 9, Reference List, pp 281-309

NOTE: Documents are reviewed for high quality, error-free text, reflecting APA 7th Edition style by your chair and committee, by the unit head, by the PCOE Graduate Studies Coordinator, and by the academic dean BEFORE the document is allowed to move to the SFA Office of Research and Graduate Studies. It is worth your while to ensure that you are **ALWAYS** submitting your very best written work to your chair and committee and to the formal review processes within PCOE. The quality and accuracy of your document is your responsibility. The more polished your document is early in the process/through the

benchmarks, the smoother, quicker your documents will be approved to move forward. Should your efforts to polish your final document cause you to miss the final submission date for graduation, you will be removed from the graduation list. You will then need to enroll in the next semester to graduate.

PCOE Thesis/Dissertation Process

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────────┐
│  Appointment of │  →   │  Appointment of │  →   │ Thesis/Dissertation │  →
│ Thesis/Dissertation│    │ Thesis/Dissertation│   │ Proposal Meeting    │
│      Chair      │      │    Committee    │      │   Request Form      │
│                 │      │                 │      │ (polished document required)│
└─────────────────┘      └─────────────────┘      └─────────────────────┘

┌─────────────────┐      ┌─────────────────┐      ┌─────────────────────┐
│Thesis/Dissertation│ →  │       IRB       │  →   │ After IRB approval, │  →
│ Proposal Approval│     │ (University Form)│      │  do study & write   │
│(polished document required)│ (polished document required)│   report           │
└─────────────────┘      └─────────────────┘      └─────────────────────┘

┌─────────────────┐      ┌─────────────────┐
│Thesis/Dissertation│ →  │  Report of Exam │
│ Defense Meeting │      │                 │
│  Request Form   │      │ (Office of Research &│
│(polished document required)│ Graduate Studies Form)│
│                 │      │ (polished document required)│
└─────────────────┘      └─────────────────┘
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* All forms (except the IRB) should be emailed to coegrad@sfasu.edu.

Rev 2/2023