

# **Stephen F. Austin State University**

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



## Master's in School Psychology

Program Approved by the  
National Association of School Psychologists  
Texas Higher Education Coordinating  
Board

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## Student Handbook

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## General Information about the Program

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

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

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

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

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

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

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

## Overview of the School Psychology Program

The Master's in School Psychology Program was authorized by the Texas Higher Education Coordinating Board (THECB) in 2000 and approved by the National Association of School Psychologists (NASP) in 2006, 2013 (full approval), 2018 (approval with conditions), and 2020 (full approval). The M.A. program is dedicated to producing ethical, responsible, and competent school psychologists. The mission is to train students to apply scientific knowledge and method in the assessment and treatment of learning, educational, behavior, and psychosocial problems, in general, and special education populations in public schools. Our program emphasizes critical thinking, communication, personal responsibility, social responsibility, empirical and quantitative skills, and teamwork. The curriculum and training are aligned with the 2010 NASP domains. The program will be aligned with the 2020 NASP domains by the 2021-2022 academic year. Modality of instruction is face-to face, either in-person or via video conferencing.

### Goals and Objectives

The Master's in School Psychology Program embraces a practitioner-scientist/scholar model of training in which practice, research, and theory are considered integrated components.

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

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

The emphasis is on developing applied knowledge in research methods, human growth and development, learning principles, psychopathology, and biological basis of behavior necessary for functioning in the public schools.

School psychology candidates are expected to develop high levels of interpersonal and collaborative skills and apply cultural competence and sensitivity to diversity as they fulfill their professional, legal, ethical, and social roles in education and society. Our school psychology candidates apply technology in their practice and use data-based decisions in individual and system-based service delivery to enhance student development in academic, cognitive, mental health, social and other life skills and competencies.

The Master's in School Psychology Program incorporates the state requirements for licensure as a Licensed Specialist in School Psychology (LSSP) and the national training standards for certification as a National Certified School Psychologist (NCSP). The School Psychology program requires 63 semester hours, which includes an internship. The program is fully approved by the National Association of School Psychologists until 2025.

The School Psychology Program Faculty (SPPF) is the governing body. It is chaired by the Program Director. All decisions regarding school psychology student admission, evaluation,

retention, and instructional/curricular issues are made by faculty consensus based on accrediting board standards and local policies and practices.

Through coursework and practical experiences, our School Psychology Candidates will provide evidence of meeting the following Program Outcomes:

1. **Practical Knowledge:** The candidate will demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. **Content Knowledge:** The candidate will demonstrate basic knowledge of the school psychology profession, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, research and scholarly writing, and ethical and legal considerations.
3. **Behavior Assessment:** The candidate will identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
4. **Pedagogical and Professional Knowledge, Skills, and Dispositions:** The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in practice.
5. **Application of Principles and Procedures:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

### **Professional Standards**

The School Psychology program is firmly based on professionally recognized core areas of psychology, education, and professional practice as recommended by the National Association of School Psychologists (NASP). The faculty of the School Psychology Program in the Department of Human Services at SFA offers its students individualized guidance and supervision. Ethical practice is modeled, expected, and enforced. Ethics and professional practice standards are discussed across classes and applied in practica and internship. The standards can be accessed at [www.nasponline.org](http://www.nasponline.org)

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

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

### **Practices That Permeate All Aspects of Service Delivery**



- **Domain 1: Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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

Based on the above domain, your didactic course work, thesis, current supervised research in conjunction with faculty, or recently completed internship experience, you have seen that school psychologists must be able to use assessment strategies to gather information and define current problem areas, strengths, and needs for individuals, groups, and systems.

- a. SPSY 5312 Individual Intelligence Testing
- b. SPSY 5302 Applied Behavior Analysis
- c. SPSY 5301 Learning and Cognitive Development
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 2: Consultation and Collaboration**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Thus, school psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.

- a. PCOU 5335 Multicultural Counseling
- b. SPSY 5345 Systems and Interventions in School Psychology
- c. SPSY 5303 Consultation & Supervision
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

**Direct and Indirect Services for Children, Families, and Schools  
Student-Level Services**

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Based on this domain, it is apparent that school psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

- a. SPED 5362 Instruction Strategies/Exceptional Learners
- b. SPSY 5303 Consultation and Supervision
- c. SPSY 5314 Human Neuroscience
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

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

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

- a. PCOU 5335 Multicultural Counseling
- b. PCOU 5322 Family Counseling
- c. SPSY 5301 Learning and Cognitive Development
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

### **Systems-Level Services**

- **Domain 5: School-Wide Practices to Promote Learning**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

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

Based on this domain, school psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.

- a. SPSY 5341 School Psychology
- b. SPED 5362 Instructional Strategies for Exceptional Learners
- c. SPSY 5345 Systems and Interventions in School Psychology
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 6: Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

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

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

- a. SPSY 5341 School Psychology
- b. PCOU 5335 Multicultural Counseling
- c. SPSY 5345 Systems and Interventions in School Psychology
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 7: Family–School Collaboration Services**

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

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

Based on the above domain, it follows that school psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

- a. SPSY 5341 School Psychology
- b. SPSY 5303 Consultation and Supervision
- c. SPSY 5345 Systems and Interventions in School Psychology
- d. SPSY 5351 Practicum
- e. SPSY 5452 Internship

### **Foundations of School Psychological Service Delivery**

- **Domain 8: Diversity in Development and Learning**

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

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

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

- a. SPED 5367 Trends in Educating Exceptional Children
- b. PCOU 5335 Multicultural Counseling
- c. SPSY 5344 Advanced Human Growth & Development
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 9: Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

It follows that school psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

- a. SPSY 5301 Learning and Cognition
- b. SPSY 5345 Systems and Intervention in School Psychology
- c. SPSY 5331 Quantitative Research Methods
- d. SPSY 5332 Thesis Research
- e. EPS 5133 Thesis Writing
- f. SPSY 5351 Practicum
- g. SPSY 5352 Internship

- **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

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

- a. SPSY 5342 Ethics in School Psychology
- b. SPSY 5311 Psychoeducational Assessment
- c. SPSY 5341 School Psychology
- d. SPSY 5331 Research Methods
- e. SPSY 5351 Practicum
- f. SPSY 5352 Internship

### **Student Demographics**

The 2019-2020 student body included 15 MA students. Eighty percent were female ( $n = 12$ ) and 20 percent were male ( $n = 3$ ). Diversity within the class included 11 White Non-Hispanic (73.33 %) and four Black Non-Hispanic (26.67 %) students.

### **Completion Requirements**

Master's students are required to take a minimum of 63 semester hours, including the full-time academic year internship. Students that follow the course sequence complete the program in

three years (see sequence below). Students who elect to attend part-time have six years to complete the program.

Continuous registration is required for all students until degree completion. Students that fail to enroll for any one semester in the course sequence are considered on inactive status regardless of reason and must re-apply to the School Psychology Program for admission. Reapplication does not guarantee admission.

Any student-requested deviation from the official course sequence and/or degree plan must be approved by the SPPF in writing. Students should first bring proposed changes to his/her 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 thesis/dissertation, and dismissal from the program.

<b>Full-Time Enrollment Sequence*</b>		
<b>Year 1</b>		
Fall	Spring	Summer
SPSY 5301: Learning & Cog Development	SPSY 5312: Individual Intelligence Testing	SPED 5362: Instructional Strat/Exceptional Learners
SPSY 5311: Psycho-educational Assessment	SPSY 5302: Applied Behavioral Analysis	SPED 5367: Ed. Exceptional Learners
SPSY 5331: Research Methods	SPSY 5341: School Psychology	EPS 501: Ethics in School Psychology (required for certification)
<b>Year 2</b>		
Fall	Spring	Summer
PCOU 5322: Family Counseling	SPSY 5314: Human Neuroscience	EPS 530: Systems and Interventions in School Psychology
SPSY 5343: Social Basis of Behavior	SPSY 5351: Practicum	PCOU 5335: Multicultural Counseling
SPSY 5344: Human Growth & Development	SPSY 5303: Individual Case Consultation	COMPREHENSIVE EXAM
SPSY 5332: Thesis Research	SPSY 5133: Thesis Writing	
<b>Year 3</b>		
Fall	Spring	Summer
SPSY 5352: Internship	SPSY 5352: Internship Praxis Examination	

The School Psychology program is very rigorous and requires full-time enrollment to complete in 3 years. While employment can be maintained in Year 1, **full-time employment is not possible in Year 2**. During the second year, 10-12 hours per week of Practicum in the schools

are required for each semester. In addition, many course requirements must be completed in the schools during the day. **Employment is not allowed in Year 3, as the internship is full time.**

<b>Part-Time Enrollment Sequence</b>		
<b>Year 1</b>		
Fall	Spring	Summer
SPSY 5301: Learning & Cog Development	SPSY 5312: Individual Intelligence Testing	SPSY 5342: Ethics in School Psychology
SPSY 5311: Psychoeducational Assessment	SPSY 5341: School Psychology	SPED 5367: Ed. Exceptional Learners
<b>Year 2</b>		
Fall	Spring	Summer
SPSY 5331: Quantitative Research Methods	SPSY 5302: Applied Behavior Analysis	PCOU 5335: Multicultural Counseling
SPSY 5343: Social Basis of Behavior	SPSY 5314: Human Neuroscience	SPED 5362: Instructional Strat./Exceptional Learners
<b>Year 3</b>		
Fall	Spring	Summer
PCOU 5322: Family Counseling	SPSY 5303: Individual Case Consultation	SPSY 5345: Systems & Interventions in School Psychology
SPSY 5344: Adv. Human Growth & Development	SPSY 5351: Practicum	Comprehensive Exam
SPSY 5332: Thesis Research	SPSY 5133: Thesis Writing	
<b>Year 4</b>		
Fall	Spring	Summer
SPSY 5352: Internship	SPSY 5352: Internship Praxis Examination	

\*Course descriptions are located on the bottom of webpage found at <http://www.sfasu.edu/humanservices/97.asp>

## **Applied Research and Training Opportunities directly related to School Psychology**

### **The School Psychology Assessment Center (SPAC)**

The School Psychology Assessment Center (SPAC) is a clinical and research resource on the SFA campus and part of the Psychological Services Clinic. It is a graduate training center within the Department of Human Services and Educational Leadership and more specifically the School Psychology Program. The mission of the School Psychology Assessment Center is to provide

affordable, quality mental health assessment/care to the campus, community, and area residents. SPAC provides psychological assessment services for the measurement of disorders that affect psychological, emotional, academic, and occupational functioning. These include:

- Attention Deficit / Hyperactivity Disorder
- Learning Disabilities
- Depression and Anxiety
- Neurocognitive Disorders Including Nonverbal Learning Disabilities
- Psychosis and Thought Disorders
- Personality Disorders
- Autism Spectrum Disorders

Testing is comprehensive in nature, consisting of multi-method assessment of personality, contextual, neuropsychological, and intellectual factors. The Faculty/Psychologists and graduate students in the Psychology Center embrace an integrated care model that promotes collaboration with the client and other health professionals who are involved in the client's care. With this approach, students will also utilize supported behavioral, academic, and counseling interventions. Graduate students and faculty specialize in the use of empirically supported assessment procedures and treatments that have been developed based on psychological science.

The center is staffed by students studying to become psychologists and includes review and supervision of work by Licensed Psychologists, as well as by Licensed Specialists in School Psychology.

### **Counseling Clinic**

The Stephen F. Austin State University (SFASU) Counseling Clinic combines a therapeutic and community focus which offers a full continuum of counseling care. The service is geared to each person's needs. Counseee progress is based on the person's ability to move through counseling according to individual readiness.

Services include intake, screening, referral, assessment, treatment planning, case reviews, discharge planning, and aftercare planning. Additionally, the following counseling services are offered: marriage, family, parent-child, individual, group, career planning and placement.

The program will serve both children and adults who are experiencing personal problems. Before being served, minors must be accompanied by either a parent and/or guardian. The SFASU Counseling Clinic is a university-based training program which provides various counseling services. General objectives include professional training opportunities for the graduate counseling student and quality service provision for the counseee. Graduate practicum students provide the majority of the Counseling Clinic services under the direct supervision of trained and licensed Counseling Professionals. The SFASU Counseling Clinic provides the graduate



counseling student the opportunity to gain practical experience as a counselor in a supervised clinical setting.

### **The Human Neuroscience Laboratory (HNL)**

The Human Neuroscience Laboratory (HNL) is a state-of-the-art research, teaching and service facility dedicated to studying the ways that the human brain supports human behavior.

Accordingly, the HNL goal is to create and apply brain-behavior knowledge that will illuminate individual differences in sensation and perception, learning skills, coping strategies as well as physical and mental capabilities of individuals. To reach this goal, the HNL uses principles of neuroscience, broadly speaking, to aid in the understanding, diagnosis and treatment of different physical and mental pathologies.

The HNL equipment can be used to study virtually any condition affecting the human central and peripheral nervous system. In fact, HNL projects span to a broad spectrum of topics, including attention deficit and hyperactivity, dyslexia, agraphia, acute and chronic pain, traumatic brain injury, eating disorders, addiction, sleep disorders among others. \*Equipment in the HNL includes:

- Quantitative electroencephalography (qEEG) for generating color coding brain maps and event related potentials.
- Measures of sympathetic nervous system activation including galvanic skin response (GSR), cardiac recording, temperature recording and tactile response.
- Neuropsychological tests for attention, executive function, language, visual perception and motor and memory.
- Visual, auditory and tactile evoked potential recorders.
- Eye tracking and coordination measures.
- Neurofeedback and biofeedback training equipment.

\*All equipment is in sound shielded and electrically shielded rooms for maximum recording and analysis.

The HNL is open to students and faculty/researchers to conduct research projects. Indeed, the primary purpose of the lab is to provide students and faculty/researchers with the opportunity to participate in collaborative research and service that involves brain-behavior interactions. This pertains to basic and applied research as well as projects in collaboration with clinical faculty, to allow students and faculty/researchers to explore the neural bases of human normal function and dysfunction.

### **Independent Study**

Normally, independent study courses are not approved if the outline of the study is very close to that of a course already being taught. If this is the case, the student will be advised to take the course during the time it occurs in their course sequence.

Students who are interested in an independent or individual study course are to discuss the matter with the course-related instructor. The student will then submit an independent study form Appendix A and a draft of a course syllabus for instructor review and approval. If approved, the instructor will then forward the form and/or the approved course syllabus to the departmental chairperson for consideration. The departmental chairperson will review the justification form and/or the syllabus. If the departmental chairperson approves, enrollment in the course will be allowed.

### **Thesis Requirements and Procedures**

Before beginning the Thesis process, the student should obtain and become familiar with the Thesis Guide. This guide is located on the SFA Graduate School website (see <http://www.sfasu.edu/graduate/108.asp>). The thesis committee will consist of three members from the Department of Human Services and Educational Leadership and at least one graduate faculty member from outside the department of Human Services and Educational Leadership. Students should meet with advisors to discuss issues related to completion of thesis. As students progress through the curriculum, they are required to take the following courses related to thesis: SPSY 5332 Thesis Research and SPSY 5133 Thesis Writing – taken for a total of 6 hours. As per Graduate School policy, if the student is unable to complete the thesis by the time these 6 hours have been completed, the student must enroll in one credit hour of SPSY 5133 every fall, spring, and summer in which university resources (faculty time, computer labs, etc.) are used. Students are expected to be enrolled each semester until completion of the degree. At a minimum, the student will meet with their committee two times; once for the proposal defense and once for the final thesis defense. The student’s committee may request additional meetings if necessary. Approval of the thesis topic by the chair and committee is recommended as early as possible within the guidelines established herein. The chair of the thesis committee and the committee members must all be approved by the Department Chair, and all departmental committee members must be members of the graduate faculty. Appendix N is the “Thesis Committee” form to be used for purposes of documenting committee membership.

#### Thesis Format

### **Thesis Sequence**

Note: The following information is provided as a guide to help students initiate and sustain a successful Thesis process. Variation in the details below may occur as a function of the Thesis research topic itself, the student, the thesis chair and committee, and other aspects of the process. This information should be considered along with the university’s “Thesis Guide” and other resources available on the SFA Graduate School website (<http://www2.sfasu.edu/graduate/CurrentStudents/thesisguide.html>). Students are responsible for initiating all the major steps of this process.

1. Select Thesis Topic and Consult with Committee Chairperson. The thesis topic must be approved by the student’s committee chair prior to proceeding with the proposal process.
  - a. The Thesis Topic may be either a structured literature review or experimental/empirical study.
  - b. Structured Literature Reviews: Student may complete a structured literature review of a Thesis Topic. This review will still need to meet all requirements for

thesis completion, including having a researchable question. Students will be required to do all sections as if a formal experiment was being conducted. Articles should be peer reviewed articles from professional journals and methods will involve a systematic search with documentation which will allow for replication (i.e., list databases and search terms, number of results, inclusion and exclusion criteria, and number of results meeting inclusion criteria). Interrater reliability by a fellow student will be required for 20% of articles searched and should be documented in the thesis.

- c. Experimental research is research conducted with a scientific approach using two sets of variables. Experimental research gathers the data necessary to help you make decisions. Any research conducted under this criterion must have scientifically acceptable conditions.
2. Formulate Researchable Question(s). Once an idea has been generated, the student should write several research questions that address the selected topic. The thesis chair will assist the student in formulating researchable questions.
  3. Develop Thesis Proposal. The proposal is based directly on the research question(s) and provides information on the need/rationale and overview of the study (Chapter One), reviews relevant literature (Chapter Two), and describes research methodology for addressing the question(s) (Chapter Three). Refer to the university's Thesis Guide (see link above) for specific details on preparing the proposal. Students should work with their committee chairperson and committee members as needed in order to refine the proposal and schedule the proposal meeting. These three sections are still applicable should the student decide they would like to complete a structured literature review for their thesis.
  4. Schedule and Complete Thesis Proposal Meeting. The student should work with the committee chair and other members to schedule a date for a proposal meeting. The student is responsible for (1) working with the department secretary to secure a room for the meeting, (2) notifying committee members and Project Secretary of proposal date and time, and (3) providing all committee members with a copy of the proposal. The proposal is limited to a maximum of 30 pages in APA format. The proposal should be given to committee members **at least two weeks in advance** of the scheduled proposal meeting to provide ample time for committee members to prepare for the meeting or to raise major questions that should be addressed prior to the meeting. The student is encouraged to invite other graduate students to the meeting in order to assist them in taking notes and to allow the non-proposing students an opportunity to observe and learn more about the proposal meeting process. The student is responsible for securing the necessary approvals and sanctions related to the thesis study from the agencies and settings where the research will be implemented prior to the proposal meeting. Thesis proposal may be done the same semester as the defense.
  5. At the meeting itself, the student will be asked to provide an overview of their thesis and to entertain related questions from committee members. The meeting is designed to clarify thesis 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, approval by the SFA Institutional Review Board (IRB), students may proceed with their thesis research. A structured literature review will not need IRB approval.

6. **Conduct Thesis Research.** The student is responsible for all arrangements and details associated with conducting their thesis study including (but not limited to) securing the necessary research settings(s), subjects, observers, data collectors, and related details. This includes any financial costs incurred in order to carry out the thesis and approvals (e.g., IRB, informed consents of all participating individuals and/or groups). Structured literature review research may be completed through various methods of searching and should be carefully documented in order to facilitate both IRR and the studies ability to be replicated. Note that student will be responsible for costs incurred in obtaining any needed articles which are not available through the library or interlibrary loan. Using simply one search engine or method to obtain articles is not considered a thorough structured literature review.
7. **Schedule and Complete the Thesis Defense.** Upon completing the entire study, analyzing the data, and preparing a final copy of the thesis in accordance with the university's Thesis Guide, students should schedule the thesis defense meeting. The defense may be done the same semester as the proposal should the student be appropriately prepared to defend. The student should work with the committee chair and other members to determine an agreed upon date for the defense meeting. The student **MUST** notify the school psychology administrative assistant and the director of training at least two weeks prior to the proposed thesis defense date. It will then be the program secretary's responsibility, with the assistance of the student, to: reserve a room with appropriate technology support and complete the pre-defense routing form to notify the following regarding date and time of defense: Department Chair, College Dean, and Graduate Dean.
8. Once a location for the meeting has been secured, the student will email committee members with date and time. At least two weeks prior to the meeting, the student must provide a final copy of their thesis document to (a) their committee members AND (b) use the "Pre-defense Routing Form" (obtained from Project Secretary) to accompany copies of the thesis document for the Department faculty (1 copy left with Project Secretary), Department Chair, College Dean, and Graduate Dean.
9. The candidate will give a formal 30-40 minute presentation (overview of study, summary of results, discussion, and implications). After the presentation the thesis committee will question the candidate. Questions will be permitted only from committee members. Following the formal presentation, at the discretion of the committee, questions can be solicited from the audience for up to 20 minutes followed by a break. Following the question and answer period, the committee will discuss the candidate's performance in private.
10. During deliberations, committee members vote to "approve," "approve with conditions," or "not approve" the defense, after which the committee decision is shared with the

student. Once the thesis has been defended, the student works with the chairperson to make any needed changes to the thesis document. Committee members reserve the right to review and approve any changes. The completed document with original signatures and a copy of the document must then be turned in to the Graduate School by the deadline specified for the semester in which the student intends (<http://www.sfasu.edu/graduate/109.asp>) to graduate. In addition to any personal copies, the student is to provide one bound copy of the completed thesis to the Human Services and Educational Leadership Department, one bound copy to the committee chairperson, and unbound copies to each of the thesis committee members. The cost for all copies is the student's responsibility, and the binding can be done through the Periodicals/Serials department of Ralph W. Steen Library. A copy of the thesis and payment for the above mentioned copies must be submitted to the Library before the student is recommended for graduation. Upon successful completion of the defense and any remaining program requirements, the student is formally approved for graduation with the degree of Master of Arts in School Psychology.

## Faculty

The program faculty members are either state licensed and/or nationally certified as psychologists or school psychologists or have expertise in a required content area. Graduate training in school psychology is complemented by the expertise and resources provided by faculty in the Perkins College of Education, including the Counseling and Special Education programs. This interdisciplinary approach affords the student a broader perspective of the field of psychology and education.

## Financial Support

Students in the School Psychology Program have the following options for financial support:

- **Professional Activities.** Students, who participate in professional activities, e.g., state, regional, or national conference presentations, may apply for reimbursement of travel expenses from the Perkins College of Education. The form is available at <http://coe.sfasu.edu/documents/STUDENTSupplementalTravelFundsApplication121415.pdf>.
- **Graduate Assistantships.** Graduate assistantships and their availability are to be found at <https://careers.sfasu.edu/>. Students in the School Psychology program may apply for assistantships with the Graduate School of SFA. Graduate assistantships are typically restricted to 20-hours/week. The minimum course load for a graduate assistant is 9 semester hours. A reduction in this minimum load requires special permission from the Dean of the Graduate School.
- **Federal Work Study.** Many students take advantage of the Federal Work Study Program, in which students are awarded money as part of their financial aid package that they can earn through an on-campus job. In order to qualify for the program you must demonstrate financial need (See [Financial Aid and](#)

[Scholarships](#)), maintain satisfactory performance in your studies, and meet varied time and work load requirements in departments and divisions across the campus. Both the Financial Aid Office and the Student Employment Center can provide initial information about the program.

- **Graduate Research Salary (GRS)**

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

### **Licensure and Certification**

The Masters in School Psychology program at SFA prepares students for licensure by the Texas State Board of Examiners of Psychologists (TSBEP) as a Licensed Specialist in School Psychology. The program also prepares students for certification as a Nationally Certified School Psychologist (NCSP).

**Licensure as a Licensed Specialist in School Psychology (LSSP)** requires meeting the TSBEP Rules and Regulations, which includes: a MA degree in School Psychology, passing the National School Psychology Examination (PRAXIS Series); and passing the Texas State Jurisprudence Examination.

TSBEP Rules and Regulations are updated frequently and can be located on the TSBEP website. It is the responsibility of the professional to remain informed of these changes. TSBEP has set rigid deadlines and guidelines, and students should review licensing information carefully in order to be well prepared for the licensure process. The most up to date information on licensing is found on the TSBEP website at <http://www.tsbep.state.tx.us/> or you may contact TSBEP at:

Texas State Board of Examiners of  
Psychologists 333 Guadalupe, Suite 2-450  
Austin, TX 78701  
512-305-7700

**Certification** – The National Association of School Psychologists (NASP) offers the Nationally Certified School Psychologist (NCSP) credential. Students are expected to apply for and receive the NCSP. All students are required to take and pass the PRAXIS Series Examination during internship. To obtain certification as an NCSP, you must have your credentials reviewed by the NCSP Board (administered by NASP). Graduation from a NASP accredited program automatically qualifies you to sit for the PRAXIS Series Examination. Application information may be found at: <http://www.nasponline.org/> or obtained from:

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

## **Application and Admission to the School Psychology Program**

The application process can be located at the departmental website: <http://www.sfasu.edu/humanservices/97.asp>. The Application to the SFASU Graduate School can be accessed at [https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX). The University requires a \$50 application fee. Applicants to the program must demonstrate completion of a bachelor's from a regionally accredited institution of higher learning. Admission is based on personal characteristics beyond cumulative GPA, such as applicants' professional interests/goals, work history, and personal suitability in the emphasis area for which they have applied. This information will be reviewed and assessed in conjunction with related application materials. Applicants are considered for admission based on three letters of recommendation, a statement of professional goals, a completed information sheet, and an interview by the program faculty. Acceptance entails meeting all of the above requirements prior to entering the program.

## **Minority Recruitment and Support for Diversity**

The program has signed on to be part of the development of the National Collaborative for Anti-Racist School Psychology (NCARSP) and has endorsed the School Psychology Unified Anti-Racism Statement and Call to Action.

Presently, the SFA Office of Multicultural Affairs supports various under-represented students through cultural celebrations and events that enhance college experience and educate the SFA community. The mission of the Stephen F. Austin State University Multicultural Center is to critically engage students, faculty, staff, administrators and other allies in creating and sustaining a campus culture that enables understanding of one's own cultural identity, understanding of how that identity affects our worldview, learning to competently communicate with those of other cultures, embracing the diversity and the possibilities of participation in a pluralistic society and cultivating the personal integrity to act as social justice advocates. This office supports various minority cultures through cultural celebrations and events that enhance their college experience and educate the SFA community, create cultural and social programs that raise awareness and respect for the importance of diversity and offers a Peer Mentor Program to incoming transfer students and international students to help adjust to the campus and community life.

The School Psychology Master's program works with the Office of Multicultural Affairs in creating cultural and social programs that raise awareness and respect for the importance of diversity in the area of school psychology and to positively impact the recruitment and retention of under-represented graduate students. We have contact with State Regional Resource Centers about program availability (as they have minority representation similar to school populations).

The program has made a strong commitment to supporting diversity. Following the guidelines of the APA, the program faculty makes systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program has and 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. This emphasis is embedded throughout the curriculum.

### **Students with Disabilities**

In a broad sense, any impairment of one or several of life's major physical activities, such as seeing, hearing, walking, etc., constitutes a physical disability. The severity of such conditions may vary greatly, but all students with physical disabilities have equal access to the educational and extracurricular programs of the university by right and by law.

SFA does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities, or in its hiring or employment practices. This notice is provided as required by Title II of the *Americans with Disabilities Act* of 1990 and is available in large print, on audiotape and in Braille.

SFA is a leader in the state of Texas in providing outstanding access to higher education for students with disabilities. The university takes great pride in this achievement. More than 85 percent barrier free, the university gives students with physical disabilities access to university facilities through handicapped parking, curb cuts, ramps, wide doors, Braille signs, and lowered elevator buttons and telephones. The university works closely with the Texas Department of Assistive and Rehabilitative Services.

Reasonable accommodations to students with physical disabilities include but are not limited to: allowing the taping and transcribing of lectures and classes; providing barrier-free meeting



places for classes; allowing readers for blind students and signers for the deaf. A Braille machine, transcribers, and voice capable computers are available through the Steen Library and the Computer Center. In addition, some personal computers have been modified for use by students with disabilities and are linked to the mainframe.

To request Information or submit inquiries or complaints, contact the  
Office of Americans with Disabilities Act Compliance Coordinator

<http://www.sfasu.edu/disabilityservices/>

P.O. Box 6130, SFA Station Nacogdoches,

Texas, 75962-6130 Phone: 936.468.3004-

Voice/TDD

Fax: 936.468.1368

Individuals needing auxiliary aids are invited to make their needs and preferences known to the ADA compliance coordinator. Upon admission, if you are a graduate student with a disability, plan to contact the director of disability services for needed assistance to make the transition to the campus and community as convenient and pleasant as possible.

### **ZOOM Admission**

Applicants living in Texas, a minimum of 50 miles distance from the SFASU Nacogdoches campus, may apply to be admitted to the Master's in School Psychology Program and attend courses via Zoom video conferencing. Students wishing to attend via Zoom must state so in their initial application materials, meet all admissions requirements, and be approved by the SPPF\*. The following criteria, in addition to all program and course requirements, must be met:

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom.
- Some courses and meetings may be required on campus. Students will be notified at the start of each semester dates they will be required to be on the Nacogdoches campus.
- Some courses require assessment materials. For these courses, students must be able and willing to work with a Region Service Center or local schools for access to testing kits.
- Students will be responsible for all course assignments and program requirements, including thesis, practica, and internship.
- In the event of a technology issue of the instructor's/university's fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student's fault occurs, the course policy for class absences will be followed, according to the syllabus.

\*Students not pre-approved by the SPPF to attend courses via Zoom may not do so.

## **Three Types of Admission**

### **Clear admission**

An applicant to the School Psychology Programs must have an overall grade point average of 2.5 and a grade point average of 2.8 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 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 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. The record must indicate a minimum overall grade point average of 2.5, and a 2.8 for the last 60 semester credit hours (exclusive of freshman-level courses), based on a 4.0 scale. This status requires the recommendation of the appropriate department and the approval of the academic dean, and it is valid for one regular semester or two summer sessions only.

### **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 3.0 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 2.5 grade point average overall and a 2.8 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 Psychology Program, and

- Obtain the recommendation of the appropriate academic dean.

## Degree Requirements

### Grade Standards

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, he or she 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, he or she will be dismissed from the program. If a student makes any grade lower than a C, he or she 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 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 in the case of unavoidable circumstances wherein 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. The student and the instructor shall make specific written arrangements for removing the grade of Withheld. The instructor will also specify that, if the work is not completed by the assigned 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 the grade automatically turns to a F.

### Advisors

Program plans are distributed, and advisors assigned following admission notification and prior to beginning coursework. Faculty assigned as advisors are positioned to serve as mentors in students' professional development and consultants as unanticipated issues arise during enrollment. After the first year in the program, students may change advisor assignment by

submission of the completed Request to Change Advisor form. The student must inform the initially assigned advisor and the prospective advisor and secure each of their signatures on the Request to Change Advisor form, which will be maintained in the program office or on the program website. Students are strongly encouraged to become familiar with all faculty to guide decision-making about advisor selection, who will also serve as the Chair of the Thesis Committee. Final assignments shall consider the current advisement load and faculty availability. All decisions relevant to a student's progress in the program, degree plans, and satisfactory completion of graduation requirements are the function of the collective School Psychology Program Faculty (SPPF). A representative from the student body is invited to attend these program meetings at which time decisions are made. A single faculty member may not make a unilateral decision regarding a student's status or progress to degree completion in the program.

### **Registration**

Permits for registration are provided by the student's faculty advisor based on the student's program of study received at the time of admission. Registration is completed online in the SFA Banner system:

<https://sfacas.sfasu.edu/cas/login?service=https%3A%2F%2Fmysfa.sfasu.edu%2Fc%2Fportal%2Flogin>

The open dates for registration can be found at <http://www.sfasu.edu/registrar/167.asp>. Registration should be completed during open registration. Failure to enroll during that period may result in course cancellation.

### **Plan of Study**

The plan of study is developed prior to admission into the School Psychology program and must be approved by program faculty and sent to the Graduate Dean. A copy of the approved plan of study is forwarded to the student and a copy will be maintained at the program level.

### **Time Limitations**

The Graduate School requires that all graduate coursework towards the School Psychology Master's degree must be completed within 6 years.

### **Transfer of Credits**

A graduate student may transfer a maximum of six semester hours. To transfer any credit from other institutions, the student's application materials must include a memo requesting course transfer, the course syllabus/syllabi to be considered, and the transcript(s) documenting the grade of B or better, the date of the course, and that the course did not contribute to the completion of a prior degree. The exception is that ALL hours earned in an SFA certificate program can be considered for transfer into a graduate degree program. Course enrollment must have occurred no more than six years before application. Approval of the request must be received from the program faculty, the Department Chair, and the Academic Dean's Office. Any course accepted by transfer will carry credit but not grade-point value. If the student fails

to complete work on the graduate degree at SFA before the expiration of the six years, the transfer credit will not be applicable toward a degree here.

### **Annual Review**

All students in the School Psychology Program are admitted provisionally. The SPPF conducts an annual review of students during the fall semester. Students will create a portfolio documenting their performance in the program. This portfolio will be reviewed by the SPPF. Students will be informed of their status following this review. The SPPF may request that students attend an SPPF meeting in order to discuss concerns about their academic progress. Students are encouraged to request an opportunity to discuss their progress in the program, or any other concerns, with their advisor at any time. Directions and scoring rubric for the annual portfolio review can be found in Appendices A, B, and C.

### **Practicum and Internship**

School Psychology students are required to complete three credit hours (150 clock hours) of practicum followed by 1200 clock hours of internship. Information on Practicum and Internship can be found in this handbook. In each setting, the university supervisor contacts the receiving field agency several times during the semester. Practicum students also meet weekly with the university supervisor for group supervision, as do intern students. At the end of each semester, written evaluations are collected from the field agency. These evaluations are discussed with the student and the faculty supervisor. This information is used by the coordinator and practicum or intern supervisors in a variety of ways to enhance the working relationships between the university and the field agency. NASP standards and licensing requirements guide the practicum and internship requirements.

### **Graduation Application and Fees**

Students must apply for graduation by completing attachment [http://www.sfasu.edu/registrar/documents/Mail\\_In\\_Graduate\\_Application\\_Form\\_as\\_of\\_10.05.11\(1\).pdf](http://www.sfasu.edu/registrar/documents/Mail_In_Graduate_Application_Form_as_of_10.05.11(1).pdf). After the student has applied for graduation, the School Psychology program director and the SFA graduate school will review the student material based on the above requirements. The application dates for requesting a Graduation Audit are determined by the time of the student's intended commencement.

**MAY Commencement** - Applications are taken September 15 through November 15 of prior year. **AUGUST Commencement** - Applications are taken January 2 through March 2 of same year. **DECEMBER Commencement** - Applications are taken April 1 through June 1 of same year.

There is a Graduation Processing Fee of \$50.00 for the Master's degree. Each time a student applies for a degree from the university he or she must pay a graduation fee. If the degree candidate plans to participate in commencement exercises, he or she may obtain a cap and gown at the Barnes & Noble College Booksellers located in the Baker Pattillo Student Center. For additional information, contact the registrar's office or review the information online.

<http://www.sfasu.edu/graduate/>

## Dismissal from the Program

A student may be expelled by the SPPF from the School Psychology program for any of the following reasons:

- ethical or legal violations
- academic failure (previously defined under grade requirements)
- professional incompetence or negligence

A policy statement on impairment, incompetence, and ethical misconduct is provided to each student during Program Orientation the first semester of enrollment. Students must sign the form and a copy is kept in their educational file.

## Retention

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

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, as measured during the program and the internship on dispositions assessments and internship evaluations.

## Making Changes

### Due Process

Any student who disagrees with a decision relating to an academic matter should first contact the faculty member responsible for the decision and ask for further consideration of the issue. If not satisfied with the faculty member's action, the student should ask the chair of the Human Services and Educational Leadership department to review the matter and to intervene on behalf of the student. If further redress is needed, the student may appeal in writing to the Dean of the college, then to the Associate Vice President for Academic Affairs, and finally to the Vice President for Academic Affairs and Provost. Any written appeals should describe the nature of the petition, reasons for the request, and prior steps taken to resolve the matter.

The SFA student disciplinary process (described in detail by the SFA Office of Student Rights and Responsibilities: [http://www.sfasu.edu/judicial/docs/Right\\_Direction.pdf](http://www.sfasu.edu/judicial/docs/Right_Direction.pdf)) is designed to provide students information on a fair and impartial procedure should they be charged with any allegation. Along with due process, two other important elements in any student disciplinary system are notice and the opportunity to respond. For conduct code violations, a student receives notice from the Office of Student Rights and Responsibilities in a letter that describes the date, time and place of the infraction, a description or categorical listing of the infraction in relation to the conduct code, and the date by which the student must make an appointment to see the judicial

officer for an initial meeting. The charged student's opportunity to respond comes through the hearing process where the student can offer an explanation of the incident or other evidence on the student's behalf. A decision is then made about the student's responsibility for the violation and an appropriate sanction, if needed, is assigned. The School Psychology Program in the Human Services and Educational Leadership Department follows the policies and procedures described by the SFA Office of Student Rights and Responsibilities. Students are strongly encouraged to obtain a copy of all rights and read them. It is important to be fully aware of all student rights and responsibilities.

### **Changing the Degree Plan**

During the first semester of enrollment, the student should meet with the program secretary to file the degree plan received upon admission. The degree plan is signed and submitted by the student and advisor to the Dean's Office in the James I. Perkins College of Education Building. A copy of the degree plan is sent to the Graduate Dean, and another copy is placed in the student's file in the (see sample degree plan below). Students are required to maintain a copy of this signed contract with the program for their personal files as well.

Though the above process is considered standard, there are different circumstances that may require changes in the degree plan that has been filed in the program and with the Dean of the Graduate School. Examples include but are not limited to the fact that additional courses may have been taken or scheduled courses may not have made due to low enrollment and a substitution of other courses was approved. All revised degree plans must be reviewed and approved by the SPPF before any changes are made.

When students file for graduation, the Graduate Dean checks the student's transcript with the official degree plan to approve the student for graduation. Therefore, it is important to update the official records if any changes are made.

## **Evaluation**

### **Process for Evaluation of Student Progress**

Formative evaluation occurs throughout the program as students demonstrate competencies through successful completion of coursework, practica, and internship. Progress as a developing school psychologist will be assessed at the conclusion of each academic year for all students. At the end of each academic year, students are required to complete an annual portfolio. Students and instructors may elect to review these evaluations. Continued registration in the program is contingent on demonstration of adequate progress as determined by faculty review. Students' portfolios composed of a comprehensive collection of required materials and documentation of accomplishments will be due October 1<sup>st</sup> of each academic year.

Additionally, students may be required to meet with their advisor and the school psychology faculty if concerns arise regarding professional conduct and/or progress in the program.

During the annual portfolio review, particular attention will be given to three areas of development. These areas include professional conduct, scholarship, and practice. Although all



areas may not be applicable to course experiences, it is expected that each area will be addressed during the annual review.

### Clinical Skills Evaluation Process

The professional practice clinical skills evaluation provides an evaluation of the student's skill in applied practice. It is based on direct observation of each student's skills in assessment and intervention by the School Psychology program faculty. The professional practice clinical skills evaluation at the Master's level encompasses two elements: Assessment and Intervention.

- **Assessment**  
Each student will submit a comprehensive assessment case. The assessment case must be complete at the time of submission (i.e. all testing as well as final report). A thorough psychological assessment includes, at a minimum, measurement of cognitive, achievement, and social-emotional factors. Along with the digital assessment documentation, the student should include (a) a psychological report, (b) all protocols, and (c) supporting documentation such as consent.

Protocols are reviewed for scoring accuracy and digital test administrations are reviewed for administration accuracy by one of the school psychology faculty. If a concern arises regarding the student's scoring accuracy or administration proficiency, a second school psychology faculty member will review the materials. In this situation the entire school psychology faculty is then presented with the information and the recommendations of the two reviewers as to whether or not the student should be allowed to proceed to the case presentation. If not done before internship will be required, then.

- **Intervention**  
Students are required to complete two case studies to improve academic and behavioral functioning of students in a pre-K – 12 schools setting during the practicum course. The assignment incorporates knowledge acquired throughout the program in NASP's standards of service delivery and ultimately, students are able to demonstrate application of their skills and impact on their learner. Students are expected to follow a data-based problem-solving model and engage in program evaluation during the consultative process of this assignment.
- **Assessment-Intervention Assignment Overview**  
The assignment includes the following steps: interview, baseline, hypothesis and replacement behavior, intervention design, intervention data, and social validity (see below). Student's present cases, which are evaluated using the planning rubric and impact on the learner rubric see Appendix H and I.

1. **Interview:** Students will develop and implement an interview with a teacher in the public school to determine the nature of a child's problem behavior as



well as hypotheses concerning the function of that problem behavior. Students will conduct a short observation of the behavior in order to develop an operational definition of the problem behavior.

2. **Baseline:** Students will collect at least three days of baseline data for the problem behavior. More than three days may be necessary in some cases. Students will create a graph using Excel (or other comparable programs) to indicate levels of problem behavior during baseline.
3. **Hypothesis and Replacement Behavior:** Students will conduct observations of the problem behavior in at least two settings. In each case, the student will indicate what immediately preceded and followed the problem behavior using an ABC recording chart. Using this information, the student will write a hypothesis statement in the form —When (antecedent) the student (behavior) in order to (function)." The student will also define a replacement behavior for the student. The replacement behavior is an appropriate behavior that is consistent with the child's development and requisite skill level that will also fulfill the function of the problem behavior.
4. **Intervention Design:** Students will design an intervention based on the principles of behavior in order to teach the child to use the replacement behavior.  
Intervention should include 1) antecedent procedures, 2) consequence procedures, and 3) what reinforcers will be used and how they will be delivered.
5. **Intervention Data:** Students will teach the child to use the replacement behavior. During this intervention students will take data on both the problem and replacement data. Intervention data will continue to be recorded until a stable trend is indicated. It may be necessary to change the intervention if the child fails to show progress for several days. Students will add this data to the baseline graph.
6. **Social Validity:** Students will develop a social validity assessment and will have teachers, parents, and others involved with this child complete the social validity assessment. The validity assessment can incorporate a rating system. Results will be summarized.
7. **Case Study:** Students will create a PowerPoint presentation to communicate the outcomes of assignments #1 through #6. This presentation will be presented to faculty and students at the end of the semester.
8. **Parent Training:** Students will design a short parent training on a topic related to school psychology. Students will create a PowerPoint presentation and handouts for their presentation.

9. **Assessment Write-Up:** Students will be involved in administering a variety of assessments throughout the semester including intelligence tests, achievement tests, and behavioral assessments. Students will complete a full write-up of at least two assessments. Write-ups will include a rationale for administering the test, the results of the test, an interpretation of test results, and academic or behavioral recommendations based on these results.

### **Masters Comprehensive Examination**

Purpose: The comprehensive examination, based on the multiple-choice format used in the PRAXIS, is designed as a final test of the basic knowledge the candidate has acquired upon completion of the School Psychology Program. The examination addresses all didactic coursework. All questions are in objective format addressing the 10 Domains of School Psychology Training and Practice <https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains> Also see page 4-8 above.

The candidate should be able to demonstrate the ability to synthesize content from the program courses as well as the ability to analyze specific problem scenarios presented in the examination. Candidates should demonstrate a comprehensive knowledge of theory, practice, research, and assessment.

Candidates receive results of the examination immediately after completion. Candidates must correctly answer 70% of the items on the exam. All students will receive notification in writing of the outcome. This written communication provides overall scores and domain scores. Failure to correctly answer 70% of the total items will require a retake. The time of the retake is to be determined by the collective faculty body. Students who fail the exam on their second retake may be dismissed from the program.

### **National School Psychology Examination**

During the internship year, all students are required to take and pass the National School Psychology Examination (NCSP or Praxis examination) (<https://www.ets.org/praxis>). Students are required to submit a complete copy of their National School Psychology Exam scores to the SFASU School Psychology program secretary. Following graduation, students will be eligible to apply for NCSP certification. Following graduation and passing the Texas Jurisprudence Examination (<https://www.tsbep.texas.gov/jurisprudence-examination>), students will be eligible to apply for LSSP certification in the state of Texas.

### **Professional Development, Professional Involvement, and Scholarly Activities**

Students' vitae, organized in APA-format, should be updated throughout enrollment. Documentation of professional development, professional involvement, and scholarly activities (i.e., publications, and presentations) should be maintained in portfolios to be submitted to faculty during annual review.

### **Professional Development**

Students must maintain membership in a School Psychology related professional organization (i.e., NASP, APA, TASP, TPA), take advantage of training/educational experiences that extend beyond the classroom and program curriculum (i.e., professional conference attendance, workshops, expert presentations). All should be documented in the vita and in the portfolio (i.e., flyer, certificate).

### **Professional Involvement/Service**

Students must maintain visibility/involvement in service in a professional organization (local, regional, state, national). Examples include active membership in graduate student governance, Executive Committee of the School Psychology Graduate Student Organization, Editor of student newsletter, etc. All should be documented in the vita and in the portfolio (i.e., brief description of activity and/or number of hours committed).

Each year, students within the School Psychology program nominate and elect officers to run the student organization. Campus representatives are selected on an annual basis as a liaison for international, national, and state positions, including: Association for Behavioral Analysis International (ABAI), American Psychological Association of Graduate Students (APAGS), American Psychological Association, Division 16 – Student Affiliates in School Psychology (SASP), Texas Association of School Psychologists (TASP), Texas Psychological Association (TPA), and National Association of School Psychologists (NASP). At each organization, campus representatives are provided the opportunity to report news that includes calls for proposals, upcoming conferences, new journal releases, and more. The student organization focuses on contributing to the mentor-mentee program by randomly assigning an older student to work with a first year as a mentor and guide. To increase commitment and knowledge in the community, participation in the community events occur, resulting in workshops for professional development. Some workshops are student-led to allow students to interact with each other and provide valuable information to share with one another. Workshop topics include how to create a competitive practicum folder, how to manage time effectively, increasing diversity awareness and understanding, learning how to utilize computer programs for tracking field experience, and more.

### **Scholarly Activities**

Students must engage in a progressive sequence of research education and training that begins during the first semester with participation in one or more faculty-led research teams. The progression through the research sequence displays the cumulative nature of the program. By participating in a research team, students receive didactic instruction in issues and methods relevant to a given project, observe the faculty mentor and senior graduate students, and practice the skills learned by completing specific research-related tasks. As their research skills increase, students under the direct supervision of faculty supervise small teams, thereby practicing a broader range of research and supervisory skills. Such activities are to result in professional conference presentations, publishable manuscripts submitted for review for publication, IRB applications, and/or publications (i.e., book reviews, brief reports, conceptual papers, literature reviews, manuscripts reporting results of empirical research). All should be documented in the

vita and in the portfolio (e.g., copy of conference page, acceptance letter, 1<sup>st</sup> page of publication, manuscript under review, IRB application).

### **Certification of Completion of the School Psychology Master's Degree:**

- Demonstration of consistent compliance to professional standards and ethics;
- Good program standing (e.g., successful completion of program requirements);
- Good academic standing (minimum cumulative GPA 3.25/4.0);
- Completion of all required coursework (minimum 63 hours);
- Successful completion of professional dispositions review.

## **Practicum and Internship Overview**

### **Training Emphases**

The education and training emphases of competent school psychologists in this program include:

- A thorough preparation in the procedures of psychoeducational assessment, and consultation, and student- and systems-level interventions with an emphasis on multidisciplinary collaborative practice, and application of these skills to positively impact children, youth, families and other consumers.
- Facilitation of acquisition of professional competencies through two course-embedded practica (35 hours total), one school-based supervised practicum course (150 hours) and the internship (1200 hours) provide well over 1,350 hours of supervised practice.
- Direct training, involving a balance of both diagnostic and intervention services, is conducted in a variety of clinical and educational settings.
- Application of research to guide evidence-based practices and engagement in applied research. Approaching service delivery activities (i.e., consultation, systems-level interventions, etc.) through a scientist-practitioner, data-based problem-solving model.

### **Purposes of the Practicum and Internship Experience**

The broad goals of the practicum and internship experience may be summarized as follows:

- Apply knowledge and strategies to provide direct interventions to children and youth, their parents, teachers, administrators, and other professionals including assessment, direct interventions targeting academic, social, and emotional deficits, and consultation.

- Provide indirect intervention services to children, parents, teachers, and other school and professional personnel such as school-wide consultation, professional development, needs assessment, and school-wide intervention development and implementation.
- Demonstrate application of the data-based problem-solving approach by engaging in activities, such as in assessment, adherence to the problem-solving model, identification and application of evidence-based practices, and program evaluation.
- Collaborate with community agencies and systems which provide mental health and educational services.
- Serve as an advocate for the development of human potential in children, parents, teachers and other school personnel within a multicultural context.

## **Practicum and Internship Guidelines**

### **Practicum**

Students complete a 14-hour embedded practicum experience as part of the course requirements in SPSY 5341: School Psychology. A 20-hour embedded practicum experience is also included in SPSY 5312: Individual Intelligence Testing. During the Spring semester, students complete 150 hours of practicum, in SPSY 5351: Practicum. Practicum experiences focus on schools as systems, assessment, academic and behavioral intervention, counseling, home-school collaboration, and consultation. All practicum experiences occur in a school setting. Students will receive supervision from field-based and university-based supervisors during their practicum experiences. Upon completion of the final practicum experience, students are prepared for internship.

### **Internship**

After completion of all program required courses, students may enroll in internship. The internship requires a minimum of 1200 hours and is completed during two consecutive academic semesters for Master's level students. The required hours must be completed within a school setting that provides experiences working with both general education and special education programs. Interns work full-time in a school setting under direct supervision of a qualified Licensed Specialist in School Psychology. The supervisor should have a minimum of 3 years of credentialed experience as an LSSP and be employed as a regular employee or consultant by the school district or agency. In addition, students receive university-based supervision in SPSY 5352: Internship. The internship experience is a culmination of all prior training and experiences and adheres to the training requirements and objectives of the National Association of School Psychologists and the Texas State Board of Examiners of Psychologists.

### **Supervisory Personnel**

Practicum students receive supervision from both a university-based and-field based supervisor. Internship students receive supervision from field-based supervisor as well as a university-based

supervisor. The university-based supervisor works in conjunction with the field-based supervisor in insuring effective service delivery by trainees. The university-based supervisor must have an active NCSP and/or LSSP credential.

### How to Arrange Practica and Internships

Following portfolio review, faculty will inform students of eligibility of enrollment in practicum (SPSY 5351) and internship (SPSY 5352). The student is responsible for identifying the practicum and internship site and completion of program paperwork establishing an agreement with selected external training site. Students must provide prospective sites with the course syllabus and the program agreement form. The deadline for the submission of the required paperwork for practicum is November 1<sup>st</sup> and the submission of the required paperwork for internship is March 30<sup>th</sup>. Site approval will be documented with all required signatures are secured on the agreement form.

## Student Responsibilities

### Ethical Practice

In order to enhance identification as a developing school psychologist, the student will act in accordance with the professional ethical code of the National Association of School Psychologists <https://www.nasponline.org/standards-and-certification/professional-ethics>. Likewise, as a representative of the University, the student has an obligation to perform at the highest level of functioning and professionalism at all times.

Upon entering a graduate program, acceptance of and adherence to an ethical and moral code is mandatory as a future societal role in leadership. It is important that students understand and maintain standards of intellectual honor that reflect well upon their conduct and the profession. Cheating and plagiarism, indeed any type of dishonorable conduct is morally degrading and ethically reprehensible. Moreover, such conduct seriously impedes true intellectual growth. In setting your goals and reviewing your conduct, there is a simple, clear standard. The sensible rule of thumb as always is to treat others and to deal with the property of others as carefully, thoughtfully, and considerately as you would want to be treated.

- **Cheating.** Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and un-permitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating.
- **Plagiarism.** Materials, even ideas, borrowed from others necessitate full and complete acknowledgment. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials or, indeed, even the writing of fellow students. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Academic Integrity and Misconduct in Research.

- **University Property.** For most graduate students, their department and college will be an elemental focus of their life for several semesters, even years, as they complete their professional training. In a sense, the campus becomes a home away from home and understandably familiarity may breed carelessness regarding the use of state property, such as telephones, photocopiers, facsimile machines, mail services and university records or files. It is illegal to remove equipment from the campus for use at home or in the field without proper approval. Wrongful use of such materials can incur legal liabilities.
- **Research Subjects.** In your professional training, you may on occasion be involved in projects using human subjects, laboratory animals or hazardous materials. Sensitivity, compassion and the highest professional standards are imperative ethical requirements in dealing with all living creatures. All research involving humans, laboratory animals, or hazardous material is regulated by the university and subject to state and federal regulations. The committees most actively involved in these areas are the Institutional Review Board for the Protection of Human Subjects, Institutional Animal Care and Use Committee, Institutional Biosafety Committee and Environmental Safety and Health/Radiation Committee.
- **Sexual Harassment.** SFA is committed to creating and maintaining an intellectual atmosphere in which students, faculty and staff may work productively and free from harassment, retaliation or intimidation. This is crucial for any learning environment. Sexual misconduct or harassment is not accepted or tolerated within the academic community. Sexual harassment is any unwanted sexual attention that makes another person feel uncomfortable, threatened or disrupts the individual or the workplace. It encompasses many areas. It can be verbal innuendo, offensive, pejorative or derogatory comments, sexual jokes, remarks about clothing or bodily features, requests for sexual favors, and improper advances or physical contact. Unfortunately, sexual harassment can and does go further. Sexual harassment also can be non-verbal. Whistling, suggestive or provocative sounds, vulgar gestures, and use of offensive sexual images are unacceptable. Sexual harassment can be physical, ranging from unnecessary touching, pinching, holding or detaining to assault or coerced sexual activity. All types of harassment are degrading and contrary to the mission of the university. Graduate students, male and female, need to know and be sensitive to issues of sexual misconduct.

## Logs

All students are required to carefully and regularly prepare a log of professional experiences.

1. Throughout practicum and internship experiences, candidates will log their activities within the Time2Trak System online at [time2trak.com](http://time2trak.com). Students are required to purchase registration for this online service. The log will document all practicum and internship experiences according to the specific activities found in LiveText. These logs will be submitted and reviewed each week by the field supervisor and university supervisor. Mid-point and end-point summaries will also be given to the University Supervisor. Copies must also be maintained in trainees' portfolios for annual review



and documentation of hours.

2. Evaluative criteria include clarity of written and oral expression; competency in collaborative, empirically-based assessment, intervention, and consultation; sensitivity to and respect for cultural and individual differences; competency in scientific problem solving; competency in ethical professional conduct; competency in recognizing the influence of the family; and competency in serving the best interests of students. The professor will develop a remediation plan for any student who fails to meet course criteria.
3. The candidate, field-based supervisor, and university-based supervisor perform evaluations according to the scoring guide on page 62. Supervisors will review all the rubric objectives as they apply to NASP Domains and completion of logging procedures provided in the syllabus.
4. A formative evaluation will be completed following the submission of each assessment (traditional and case study). This will entail a rubric analysis by the candidate, field-based supervisor, and university-based supervisor. An overall review of the candidate's daily, weekly, and end-of-semester logs, assessments and case studies will be conducted in the final two weeks of the semester. The candidate's grade will be based on the combination of all of the above activities.

### Psychological Evaluation Procedures

1. The student will use a wide variety of assessment instruments and procedures to evaluate:
  - Intellectual functioning
  - Academic skills
  - Psychomotor developmental patterns and skills
  - Social/emotional functioning
  - Direct observations of behavior
  - Behaviors
  - Adaptive behaviors
  - Developmental levels
  - Cultural and ethnic diversity
2. Components of traditional and functional assessments
  - Preliminary interviews with teachers and support personnel involved in working with the student.
  - Documentation of outcome regarding consultations in the form of teacher and parent conferences.
  - Documentation of supervised individual and group social skills training in conjunction with counseling.
  - Documentation of follow-up and maintenance procedures subsequent to direct and indirect services to students (see Appendices K and L).



- Participation in preparation of proposals for improving psychological services within the school district or agency.
- Participation in programs addressing delivery of health activities and crises intervention procedures.
- Supervised development pre-referral interventions strategies that emphasize curriculum-based assessment procedures (see Appendices K and L).
- Administration of traditional intellectual and achievement testing.
- Observations of student behavior to obtain reliability measures.
- Data collection of student academic improvements relative to RTI procedures.
- Initiation and sustenance of contact with the field and university supervisors.
- Interactions entail oral and written descriptions of progress in general areas of the internship experience. This includes (but is not limited to) logs, special consultation issues, graphed outcomes of assessment and treatments, and professional or personal concerns related to the internship.

### Reports

The student will be required to prepare and submit reports on assigned cases. The Field Supervisor and University Supervisor will critically evaluate practicum and internship reports. The student is expected to achieve and maintain professional levels of writing quality and to develop a high level of integration and efficiency in report writing.

All written work and reports on assigned cases will be submitted to both the field and university supervisors for evaluations. Students are to take feedback and incorporate it to improve report-writing quality and to increase efficiency.

### Supervision

The student is expected to initiate contact with the Field Supervisor and University Supervisor as required or as needed. Contact involves communication (oral and written) of progress, forwarding expected products of performance such as logs, and conveying professional or personal concerns related to the practicum or internship.

### Attendance

The student is expected to attend all class meetings as noted in the syllabus for the practicum and internship. Failure to do so is considered unprofessional and may affect the student's successful completion of the practicum or internship.

**Class Attendance Policy (Policy 6.7):** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes.

### Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses. However, ongoing feedback and inquiries about practice may occur prior to the final course evaluation, which will allow faculty opportunity to address and possibly make corrections that might prove beneficial to the collective student body. Evaluation

data is used for a variety of important purposes, including: 1). Course and program improvement, planning, and accreditation; 2). Instruction evaluation purposes; and 3). Making decisions on faculty tenure, promotion, and retention. The evaluation guidelines state, “As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

## Practicum and Intern Activities

Practicum and Internship objectives are arranged into two levels. Level I objectives are primarily involved with assessment and management activities. Level II objectives are activities in the areas of consultation and intervention.

Interns/Practicum students are actively involved in developing and evaluating their own placements. With the help of site supervisors, students negotiate a site-specific plan that lists the kind and nature of the experiences they need to receive in order to meet specified objectives. The plan is negotiated when students commence their internship/practicum and includes the basic objectives of the University, specific objectives of the site, and objectives of the student based on personal interests. Work samples and a log of activities are maintained in a portfolio as part of the evaluation of students.

## Competencies (Level I)

- 1. Screening.** Assist in screening students who possibly need more comprehensive assessment, using annual and continuous screening methods.
- 2. Assessment.** Utilize instruments as necessary for a comprehensive assessment, (valid data base). Possible sources of data include objective instruments, systematic observation, interviews, record review, observation of overt-covert setting event and consequence, behavioral (social) deficiencies, and ecological observations including a data-based assessment on the presenting problems.
- 3. Reports and Plans of Action.** Formulate psychological and psychoeducational conclusion and recommendation consistent with assessment results and state federal guidelines in report.
- 4. Diagnosis and Recommendations.** Formulate psychological and psychoeducational intervention strategies consistent with assessment data for children and youth in need of special services.
- 5. Communicate Assessment Results.** Communicate assessment results and recommend intervention strategies to parents, school staff and others as appropriate, and meet with student support teams to communicate recommendations and formulate plans.

- 6. Establish Goals.** Establish and communicate to school personnel short- and long-range goals for psychological services, including a written statement of annual objectives and scope of services.
- 7. Keep Data.** Demonstrate time management skills using data on activities, and a goal accomplishment measures whenever possible.
- 8. Ethics and Regulations.** Provide services consistent with ethical practices, local procedures, state regulations, and federal laws.
- 9. Cultural Awareness.** Recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals.

### Competencies (Level II)

- 1. Consultation Growth and Development of All Students.** Provide psychological and psychoeducational consultation to parents, school and others to facilitate the growth and development of all students.
- 2. Community Agencies.** Serve as a liaison between the school system and outside agencies to enhance services to students.
- 3. In-service.** Assist in planning and conducting in-service training and/or educational programs for school staff and parents.
- 4. Interventions.** Develop intervention strategies for individual children and/or groups of children who do not qualify for special services but who have learning, behavioral, adaptive, and/or social deficits, or special needs (as with some gifted children).
- 5. Monitor/Evaluate.** Monitor and evaluate an intervention outcome using objective data on individual, group, and school intervention projects.
- 6. Classroom Management.** Participate as a consultant to teachers on classroom management using one or more approaches to student discipline including management of individuals and groups.
- 7. Classroom Organization.** Participate as a consultant to teachers on classroom organizational structure, including such things as: physical setting, cooperative goal structuring, use of peers, tutoring, accommodating and motivating students and use of aides and volunteers.

- 8. Functional Life Skills.** Develop in-class/school programs (through consultation and/or workshops or formal training) for effective social skills development including functional life skills, self-management, adaptive behaviors and/or vocational skills.
- 9. Parents.** Participate in designing and operating parent training programs and follow-up consultation, behavioral and life functional skills.
- 10. Instruction.** Participate as a consultant and/or co-worker on the general improvement of instruction utilizing the systematic application of principles of learning to instruction. This might include consultations on teaching effectiveness, academic engagement time, direct instruction, study habits and cognitive and meta-cognitive strategies, especially as these aspects relate to the learning/teaching of basic skills.
- 11. Research.** Participate in research which might include program evaluation or data collection in relation to intervention techniques which are based on current research.

The field supervisor and university supervisor in consultation with the student will determine a program of activities individually prescribed to meet the needs of the practicum or intern student.

### **Formal Evaluation**

The Field-based Supervisor participates with the intern/practicum student and University-based Supervisor in completing two assessments at the end of each semester in Practicum and Internship. Performance will be based on comprehensiveness of activities/services, on effectiveness in relating to clientele (school staff, students, parents, etc.), performing the general responsibilities of the role, and on professional conduct as a school psychologist. At the end of practicum and each semester of internship, the Field Supervisor will complete a written evaluation of the student's performance using the Professional Disposition Assessment and Evaluation of Services located in Livetext. Regular contact will be maintained between the University Supervisor and Field Supervisor in both practicum and internship no less than 3 contacts per semester and as often as required for resolution of trainees' onsite training experience.

### **Contracts: Practicum/Intern Contract, Field Supervisor Contract, School/Agency/Institution Site Contract**

A Field Training and Evaluation Plan should be developed jointly with the University Supervisor and the trainee, using the students' professional goals and self- and faculty-assessed strengths and areas in need of development as a guide. This customized plan that would also include all other required training experiences would be included in the Practicum or Internship Agreement which would be signed and dated by the student, University Supervisor, and Field Supervisor.

## Appendix A: Checklist for Annual Evaluations

Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Initial Year of Admission: \_\_\_\_\_  
Advisor: \_\_\_\_\_

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

All 2<sup>nd</sup> year students and beyond are expected to submit the documentation of the 1<sup>st</sup> 8 items noted above. These are required to receive a satisfactory rating with satisfactory evaluations. All 1<sup>st</sup> year students must submit updated vitae in APA format.

## Appendix B: Program Faculty Portfolio Scoring Directions

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Year: \_\_\_\_\_

Scorer(s): \_\_\_\_\_

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

Score of 1: check all that apply (Unsatisfactory)

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

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

Score of 2: (Improvement Needed)

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

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

Score of 3: (Satisfactory)

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

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

Score of 4: (Exemplary)

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

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

Score of 5: (Honors)

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

Comments:

## Appendix C: SFA School Psychology Annual Portfolio

### LiveText – Electronic Submission Directions

For the 2020-21 academic year and beyond, all portfolios will be submitted electronically via LiveText.

To submit your portfolio via LiveText follow the directions below:

1. Go to [www.livetext.com](http://www.livetext.com)
2. Sign in or register your account.
3. If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 7050 or e-mail [LiveText@sfasu.edu](mailto:LiveText@sfasu.edu).
4. Once you are logged in, select the **LiveText Docs** tab at the top of the page.
5. Click on **+New**.
6. Under **Choose Template**, Stephen F. Austin State University, select **Portfolios**, then *School Psychology Program Portfolio Template*.
7. Make sure you have selected the correct template, then select **Create Document** in the bottom right corner of the page. You will be prompted to provide a title. Leave the current title of the document but remove “template” and add your last name to the end of the title. For example: *School Psychology Program Portfolio – Dawes*.
8. Now you can begin to edit and upload documents to your portfolio. To edit any page of the portfolio, select it from the Page List on the left. To edit sections within a page, select the Edit button on the right upper corner of the page. From there, you can edit text and add files. Directions for sections are below.

#### **Introduction:**

Remove the text directions and provide a brief introduction to yourself and your relevant professional experiences. Consider including your year in the program, your current/past clinical, research, and teaching experiences, and your goals for your future career. This introduction should be 1-3 paragraphs.

#### **Vitae and Evaluations:**

In each section, delete the text directions and write a brief summary of the attached documents. Documents within each section should be in order from most recent-least recent.

#### **Field Experience Logs:**

In each section, delete the text directions and write a brief summary of the attached documents. Documents within each section should be in order from most recent-least recent. Logs must be signed. Certificate of Insurance must cover the current year.

#### **Course Performance:**

In each section, delete the text directions and write a brief summary of the attached documents.

Transcript should be the most recent version. Course evaluations should be in order from most recent-least recent.

**Professional Development:**

In each section, delete the text directions and write a brief summary of the attached documents. Verification documents should be in order from most recent to least recent. Professional organization membership verification should be active for the current year.

**Scholarly Activity:**

Delete the text directions and write a brief summary of the attached documents. Research Activities documentation should be in order from most to least recent.

**Additional Documentation:**

Add any additional documentation and a brief summary of why it is included. Examples include, but are not limited to, a de-identified assessment report, FBA, BIP, etc. If including samples of work with clients, make sure to de-identify the document so no personal identifying information is included.

Once you have completed all required sections, select “send this document for review” and send to all School Psychology Program Faculty:

Frankie Clark  
Luis Aguerrevere  
Nina Ellis-Hervey  
Daniel McCleary  
Jaime Flowers  
Elaine Turner



## Appendix D: Website Links for Additional Forms

For all other paperwork, visit the following websites:

PCOE Graduate Programs Forms (<http://www.sfasu.edu/coeadvising/864.asp>):

- Late Add/Course Reinstatement Request

Office of Research and Graduate Studies (<http://www.sfasu.edu/academics/orgs/about/forms-documents>):

- Application for Graduate Assistantship
- Thesis forms

SFA School Psychology (<http://www.sfasu.edu/humanservices/97.asp>):

- Student Handbook
- Practicum/Internship Affiliation Agreement
- Practicum Contract
- Internship Contract
- Application for Graduation