

TEXAS STATE



SCHOOL PSYCHOLOGY PROGRAM STUDENT HANDBOOK

DEPARTMENT OF

Counseling, Leadership, Adult Education, & School Psychology

TEXAS STATE UNIVERSITY–SAN MARCOS

A member of the Texas State University System

SAN MARCOS, TX 78666

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THE SCHOOL PSYCHOLOGY PROGRAM AT TEXAS STATE UNIVERSITY-SAN MARCOS

INTRODUCTION AND BACKGROUND

The School Psychology Program at Texas State University is a nationally approved, three-year, 69 credit hour program leading to the Specialist in School Psychology (SSP) degree. The completion of program academic requirements also leads to institutional recommendation for certification as a Nationally Certified School Psychologist (NCSP) from the National Association of School Psychologists (NASP) and for licensure as a Licensed Specialist in School Psychology (LSSP) from the Texas State Board of Examiners of Psychologists (TSBEP).

The Program serves a large geographical area in Central Texas commonly referred to as the Interstate 35 Corridor. The University is centrally located approximately 30 miles south of Austin, Texas, and 50 miles north of San Antonio, Texas.

Students represent a diversity of backgrounds and cultures including a mixture of African-American, Hispanic, Asian, and Anglo populations. A majority of students have undergraduate backgrounds in education, special education, and/or psychology. There are also students who have backgrounds in business, nursing and other health sciences. Most students attend school full-time (9-12 academic hours per semester) as individually negotiated with Program faculty. The Program admits fall and spring cohorts, who generally proceed through the course sequence as a group.

Over 500 students have graduated from the Program since its inception in 1969. More than 90% of the graduates of the Program have been employed as Licensed Specialists in School Psychology in Texas school districts. Graduates have obtained school psychology positions in other states including Alaska, Arizona, California, Colorado, Florida, Illinois, Kansas, New York, Oklahoma, Oregon, South Carolina, and Virginia. Graduates have been employed as Licensed Psychological Associates with the Texas State Department of Mental Health and Mental Retardation, Department of Human Resources, private and public psychiatric facilities, and other related agencies. Numerous graduates have completed doctoral degrees.

The School Psychology Program is part of the Department of Counseling, Leadership, Adult Education, & School Psychology (CLAS) in the College of Education. The Department of CLAS also includes additional graduate programs in Educational Leadership, Professional

Counseling, Adult and Developmental Education, and a doctoral program in Educational Leadership (with majors in School Improvement and Adult, Professional, and Community Education).

TRAINING MODEL AND PROGRAM PHILOSOPHY

The School Psychology Program at Texas State University is dedicated to preparing highly skilled and competent professional school psychologists. The Program endorses the scientist-practitioner training model with the emphasis upon training students in methods of data collection, and in the understanding, prediction, and modification of behavior. The Program adheres to an ecological orientation that includes the indirect delivery of school psychological services through consultation, collaboration, and problem solving in all systems that affect the student. The ecological model includes the development of direct skills in assessment/evaluation, consultation with teachers and parents, individual and group counseling, crisis intervention, and academic intervention and remediation.

The Program is sensitive to sociocultural diversity and promotes respect for the individuality and worth of all people. Students in the program are encouraged to develop self awareness and cultural sensitivity as they attain educational competencies through coursework, practicum, and internship experiences.

The Program goals and objectives reflect the *Standards for Graduate Preparation of School Psychologists (2010)* published by the National Association of School Psychologists. The Program has been designed to provide substantial preparation in the areas of data-based decision-making, problem solving, evidence-based interventions, and interactions between family, school, and community systems. These knowledge-based foundations prepare students to develop professional skills in culturally diverse practicum and internship settings and reflect the candidate performance standards model of NASP, consistent with the Program goal for all graduates to become NCSPs and LSSPs.

PROGRAM OBJECTIVES FOR SCHOOL PSYCHOLOGY

The School Psychology Program at Texas State University adheres to the training standards developed by NASP. A brief outline of these standards is provided below.

I. PROGRAM CONTEXT/STRUCTURE

1.1 The school psychology program is composed of integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice

1.2 Graduate preparation in the school psychology program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists

1.3 SCHOOL PSYCHOLOGY SPECIALISTLEVEL PROGRAMS ONLY: The specialist level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience
- Institutional documentation of school psychology specialist-level program completion provided to graduates

1.4 Applies to doctoral programs

1.5 If the school psychology program provides opportunities for respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists), the program ensures that its requirements for respecialization, retraining, or alternative credentialing approaches are consistent with these NASP graduate preparation standards. The program applies systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to meet school psychology program requirements.

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School Psychology students will demonstrate entry-level competency in each of the following domains of professional practice:

- 2.1 Data-Based Decision-Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.6 Preventive and Responsive Services
- 2.7 Family–School Collaboration Services
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation
- 2.10 Legal, Ethical, and Professional Practice

III. FIELD EXPERIENCES/INTERNSHIP

School Psychology students will have opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, develop specific skills, and integrate competencies that address the domains of professional preparation through:

- 3.1 Supervised practica and internships
- 3.2 Supervised internship in collaboration with appropriate field site
- 3.3 Timely completion of the internship per NASP and TSBEP standards
- 3.4 Field-based supervision per NASP and TSBEP standards
- 3.5 A written agreement between field site, intern, and the University

IV. PROGRAM RESOURCES AND ACCOUNTABILITY

4.1 The school psychology program faculty members are assured adequate professional time for program responsibilities

4.2 The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members

4.3 The school psychology program faculty receive support for ongoing learning and professional experiences relevant to assigned graduate preparation responsibilities

4.4 Candidates in the school psychology program receive ongoing support from the institution, or a unit of the institution, during graduate preparation

4.5 Adequate physical resources are available to support faculty and candidates in the school psychology program

4.6 For qualified candidates and faculty with disabilities, the school psychology program provides the following:

- Reasonable accommodations for special needs
- Accessible academic programs and field experiences
- Equal opportunities for development and demonstration of competencies

4.7 The institution provides adequate library resources to support instruction, independent study, and research relevant to the school psychology program

4.8 The school psychology program provides for, collaborates in, or contributes to relevant continuing professional development opportunities for practicing school psychologists.

4.9 The school psychology program is located in an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

APPLICATION PROCEDURES AND PROGRAM

ADMISSION REQUIREMENTS

The School Psychology Program admits students twice a year with a deadline of February 15 for the fall semester and October 15 for the spring semester. In order to gain admission to the School Psychology Program, the student applicant must:

1. Possess a bachelor's degree from an accredited institution of higher learning, with a major in education, psychology, special education, or a closely related field. (Exceptions are occasionally made.)
2. Document completion of undergraduate coursework in statistics, human growth and development, and abnormal psychology or psychopathology with a passing grade.
3. Send three letters of recommendation (including at least two academic references) regarding professional competence, character, and emotional stability to the School Psychology Program.
4. Make application in writing on the approved form to the School Psychology Program.. Applicants must also submit a typed, 2-3 page, double-spaced statement that addresses the following: (1) Professional goals; (2) Reasons for pursuing training in school psychology rather than in other mental health disciplines (e.g. school counseling, clinical psychology, marriage and family counseling); and (3) Summary of major strengths and weaknesses with respect to being admitted into the program. This written statement is evaluated for content, style, and quality.
5. Gain admission to the Graduate College at Texas State University. Refer to the Graduate Catalog for application deadlines, academic grade point requirements, and Graduate Record Exam (GRE) requirements.

The Texas State University Graduate College forwards student applications to the School Psychology Program Committee for review. The student is notified by the Graduate College of the action taken. If approval or conditional approval for Program admission is granted, the applicant should arrange for an advisement session with a School Psychology Program faculty member before registering for the first semester. This advisement may take place at the New Student Orientation. **NOTE: It is the student's responsibility to inform the Program faculty of any changes of mailing addresses and/or phone number.**

TRANSFER OF GRADUATE CREDIT AND RESIDENCY REQUIREMENTS

All 69 hours of academic credit leading to the degree in school psychology are obtained by the successful completion of graduate level academic coursework. No undergraduate coursework may be applied toward the degree. Students with graduate coursework from other institutions may be eligible to transfer credit if the credit is not older than six years, was earned at an accredited institution, and reflects course content appropriate to the School Psychology Program degree plan. Transfer credit must be earned at a grade of B or higher or a numerical equivalent. Acceptance of these semester credit hours is at the discretion of the Program faculty advisor and subject to the approval of the Department chairperson as well as the dean of the Graduate College.

Residency requirements

Most of the students in the School Psychology Program complete their coursework on a full time basis. The Graduate College considers 9 to 12 hours during the fall and spring semesters equivalent to full-time status. During the summer students may earn 12 hours, with 6 hours each summer session, which is considered full time. Students are advised to follow a full time continuous residency and are expected to complete a minimum of 18 credit hours per calendar year and maintain a 3.0 grade point average.

Students are required to schedule an advisement session with a School Psychology Program faculty member if they obtain a grade lower than B in any required course or if their cumulative grade point falls below 3.0 on the 4.0 system. A GPA below 3.0 automatically places the student on academic probation with one semester given to raise the GPA above 3.0. Failure to do so results in suspension from the University for a minimum of 6 months.

FACULTY ADVISEMENT AND ADVANCED REGISTRATION

Faculty advisement is an ongoing required component of the student's tenure in the Program. Students must receive Program faculty approval before registering in any coursework that leads toward the degree in school psychology. Faculty are responsible for advising students regarding their degree plans, coursework, practicum/internship assignments, certification and licensure requirements, Program policies and procedures, and for assisting students with their

educational and career needs. Students may consult with any program faculty member. Each semester every student is assigned a specific program faculty advisor. That advisor will meet with the student on a formal basis in the fall and spring semesters prior to the advanced registration period. It is the student’s responsibility to schedule an appointment for these required advisement sessions. During individual advisement, the School Psychology Program Student Evaluation will be discussed with each student as a means of ongoing, formative evaluation. Informal advisement may occur at any time throughout the calendar year by scheduling an appointment with a Program faculty member.

Registration and Advanced Registration

Advanced students who have few remaining courses in order to complete academic requirements are typically given priority consideration during registration for that semester. Since several of the required courses in the Program sequence are limited enrollment classes, the school psychology student is not guaranteed the availability of classes. Advanced registration for upcoming semester coursework is completed online. Advanced registration for the spring semester is held during the preceding fall semester, and advanced registration for the summer and fall semesters are held during the preceding spring semester. Only students who are enrolled in the semester in which advanced registration is held are eligible to preregister. All others must participate in the regular registration or late registration process. It is important to note that online advanced registration for a course does not automatically grant the student admission to that course. The student is required to have completed or be completing any prerequisite coursework requirements, have had formal advisement with Program faculty, and must pay the registration fee by the deadline stipulated by the University.

SAMPLE DEGREE PLAN AND COURSE SEQUENCE

	Fall Entry		Spring Entry
Fall 1	EDP 5385 Ethics, Standards and Procedures in Professional School Psychology EDP 5300 Interviewing, Counseling, and Consulting in School Psychology PSY 5320 Advanced Statistics EDP 5376 Psychoeducational Assessment		
Spring 1	COUN 5307 Counseling and Personality: Current Theories EDP or PSY or COUN 5391 Research Seminar	Spring 1	EDP 5385 Ethics, Standards and Procedures in Professional School Psychology EDP 5300 Interviewing, Counseling, and Consulting in School Psychology

	EDP 5389 Practicum in School Psychology- University Clinic EDP 5377 Social, Emotional and Behavioral Assessment		PSY 5320 Advanced Statistics EDP 5376 Psychoeducational Assessment
Summer 1	EDP 5380 Individual and Group Counseling Techniques for School Psychologists PSY 5370 Psychology of Learning EDP 5387 Data Based Decision Making	Summer 1	COUN 5307 Counseling and Personality: Current Theories PSY 5370 Psychology of Learning EDP 5387 Data Based Decision Making
Fall 2	EDP 5389 Practicum in School Psychology EDP 5398 Alternative Evaluation, Intervention, & Student Outcomes EDP 5386 Consultation and Professional Issues in School Psychology SPED 5375 Classroom and Behavior Management Strategies for Students with Disabilities	Fall 1	EDP 5380 Individual and Group Counseling Techniques for School Psychologists EDP 5377 Social, Emotional and Behavioral Assessment SPED 5375 Classroom and Behavior Management Strategies for Students with Disabilities EDP 5389 Practicum in School Psychology- University Clinic
Spring 2	EDP 5389 Practicum in School Psychology EDP 5379 Child and Adolescent Psychopathology: Advanced Assessment and Interviews EDP Multicultural Issues in School Psychology EDP 5396 Biological Bases of Behavior	Spring 2	EDP 5389 Practicum in School Psychology EDP 5386 Consultation and Professional Issues in School Psychology EDP 5398 Alternative Evaluation, Intervention, & Student Outcomes EDP or PSY 5391 or COUN 5391 Research Seminar
Summer 2	COUN 5368 Developmental Issues in Counseling Children, Adolescents, and Adults	Summer 2	COUN 5368 Developmental Issues in Counseling Children, Adolescents, and Adults
Fall 3	EDP 6301 Professional Internship in School Psychology	Fall 2	EDP 5389 Practicum in School Psychology EDP 5379 Child and Adolescent Psychopathology: Advanced Assessment and Interviews EDP 5394 Multicultural Issues in School Psychology EDP 5396 Biological Bases of Behavior
Spring 3	EDP 6302 Professional Internship in School Psychology	Spring 3	EDP 6301 Professional Internship in School Psychology
		Fall 3	EDP 6302 Professional Internship in School Psychology

PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

Practicum in School Psychology

The three practica in the School Psychology Program at Texas State University–San Marcos are viewed as an integral and a central component of the professional training. Practica are distinct from and occur prior to internship. They are intended to provide opportunities for

students to become oriented to the educational process and to apply their knowledge and skills in a field-based setting. Practicum experiences occur in school districts and university based clinics. Each three credit hour practicum requires a *minimum* of 200 clock hours for a cumulative total of *at least* 600 clock hours. The experiences are completed during academic training and prior to the internship. Practica are organized to complement coursework in the sequence described in the degree plan. Course assignments are frequently completed in conjunction with practicum responsibilities. On-campus didactic instruction is provided concurrently as a required part of the practica. These didactic experiences are group-based instruction and supervision provided by faculty or professionals representing appropriately related areas. These sessions are conducted on time per month on campus.

EDP 5389

Three practicum experiences occur in a school or university clinic setting with supervision by on-site and university supervisors.

The first practicum occurs in the semester following the completion of EDP 5376 Psycho-educational Assessment in the University Assessment Clinic at Texas State. This practicum provides students with opportunities to refine individual psycho-educational assessment techniques under the direct supervision of university faculty. Clients in the University Assessment Clinic include university students with learning issues that impact classroom performance and school age students referred from the community who are experiencing learning difficulties.

The second practicum occurs upon the approval of faculty after the completion of required academic coursework and the University Assessment Clinic practicum. At this point, students have typically completed coursework in psychoeducational assessment, including intellectual and academic tests and measurement issues, as well as coursework covering statistics, ethics, standards, and procedures in school psychology. Students are usually placed in a public school setting during the first practicum where they are supervised by a Licensed Specialist in School Psychology (LSSP) or by another professional with a minimum of a master's degree and appropriate certification or licensure (e.g. licensed psychologist, licensed

psychological associate). The first school-based practicum provides the student with an opportunity for orientation to the operation and organization of schools. The specific skills and knowledge base practiced include assessment, consultation, observations of regular and special education programs, teacher instruction, parent conferences and interviews, and participation in interdisciplinary team meetings.

A second school based second practicum emphasizes evaluation and remediation of emotional, behavioral, developmental and learning difficulties; consultation with school or agency staff; identification and contact with community resources; and direct counseling interventions with individuals and/or groups. At this point students have usually completed coursework in personality assessment and biological bases of behavior, including advanced psychoeducational assessment, and school-based counseling techniques.

All students enrolled in practica are supervised by Program faculty who are licensed psychologists, Licensed Specialists in School Psychology, and/or Nationally Certified School Psychologists. Students are required to obtain and present documentation of professional student liability insurance for all practicum experiences.

Internship in School Psychology

The professional internship occurs at or near the end of formal training in school psychology. It is considered the culminating experience in the student's graduate preparation. The internship provides the student with an opportunity to integrate the knowledge and skills obtained throughout the training program and to apply them as a professional in a supervised setting. The two semester professional internship sequence (EDP 6301 and EDP 6302) each require a full time experience of 600 clock hours for a minimum total of 1200 hours. The intern is considered a full member of the school/agency staff and participates with regular education and special education staff as a member of the interdisciplinary team.

Supervision and principal responsibility for the student intern's work and work products is with the field-based school or agency. Field-based internship supervisors are licensed specialists in school psychology with a minimum of three years experience. They provide two hours per week of direct supervision for each intern. University School Psychology Program internship supervisors also provide an ongoing relationship with the field-based supervisor and

intern. The University supervisor is a licensed specialist in school psychology and/or a licensed psychologist.

The intern, with the support of Program faculty, is responsible for establishing a Memorandum of Agreement and contractual relationship between the intern and the internship site stipulating financial compensation, training objectives, supervision guidelines, the schedule of appointment, provision for participation in continuing education, and assurances that an appropriate work environment, including adequate supplies, material, office space, and services, will be provided. This agreement must be consistent with the Program goals and objectives, and it must meet state regulations and ethical guidelines. The intern is eligible for employment during this internship year under the TSBEP rules and regulations as a licensed specialist in school psychology intern. This employment, however, in no way precludes the training aspect of the experience.

The second semester of internship is usually a continuation of the supervised school-based experience, or, as allowed by TSBEP rules, placement may occur in an appropriate alternative setting (e.g., a child guidance clinic, etc.). The same standards that applied to the first semester internship also apply to the second semester, with the exception, if applicable, of that portion of the internship which is not in a school setting. If a portion of the internship is completed outside a public school system, supervision is provided by a licensed psychologist. A minimum of 600 clock hours, from the minimum total of 1200 clock hours, is required to be in a school setting. Refer to the [Internship Handbook](#) for more detailed information.

COMPREHENSIVE EXAMS IN SCHOOL PSYCHOLOGY

All candidates for the specialist degree in school psychology must pass a comprehensive oral examination. This examination is an exit interview in which the student is engaged in a dialogue with faculty who constitute the oral exam committee. The student presents a preselected case study from his or her practicum experience and responds to associated questions related to, for example, assessment and diagnosis, ethics and standards, systems issues, interventions, and outcomes. The comprehensive exam committee consists of a minimum of two members from the School Psychology Program faculty and one additional outside faculty member with whom the student has had required coursework. This exit interview usually occurs during the last semester of academic coursework. The student is responsible for contacting the faculty advisor and committee members for information regarding the examination and for making scheduling arrangements.

The student shall provide the committee with a portfolio reflecting appropriate samples of his/her graduate work during the program. Information concerning the content and construction of this portfolio is provided in EDP 5385 - Ethics, Standards, and Procedures in School Psychology (see Appendix A). Formative feedback on portfolio preparation is also provided during required individual advisement sessions.

Before or during the internship year, the school psychology student is expected to apply for, take, and pass the *National School Psychology Certification Exam* (Praxis) administered by the Educational Testing Service. Obtaining a passing score on the exam is a required step in the student's pursuit of the nationally certified school psychologist (NCSP) status and licensure as a licensed specialist in school psychology in Texas. Information regarding application for this exam can be obtained from the Program faculty advisor. Results of the NCSP exam, including domain scores, shall be sent to the School Psychology Program.

CERTIFICATION AND LICENSURE

NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST

The Nationally Certified School Psychologist (NCSP) credential may be awarded by successful completion (graduation) of the 69 hour program, passing the *National School Psychology Certification Examination* (Praxis) administered by Educational Testing Service, and successful application to the National Board of Certified School Psychologists.

LICENSED SPECIALIST IN SCHOOL PSYCHOLOGY

The licensed specialist in school psychology (LSSP) credential may be awarded by the Texas State Board of Examiners of Psychologists (TSBEP) after graduation and passing of the NCSP exam and the *Texas Jurisprudence Examination* administered by the TSBEP.

LICENSED PSYCHOLOGICAL ASSOCIATE STATUS

Licensure as a psychological associate (LPA) is obtained by making application to the Texas State Board of Examiners of Psychologists (TSBEP). The graduate must pass the *Examination for the Professional Practice of Psychology* and the *Texas Jurisprudence Examination* administered by the TSBEP.

PROFESSIONAL ORGANIZATIONS RELATED TO SCHOOL PSYCHOLOGY

Students in the School Psychology Program are strongly encouraged and mentored to consider membership in one or more of the professional organizations related to the field. In addition to providing professional journals, newsletters, and networking opportunities, organizational membership provides students eligibility for low cost professional liability insurance. Among the many national professional associations and affiliates for which students may be eligible are:

National Association of School Psychologists (NASP)
Texas Association of School Psychologists (TASP)
American Psychological Association (APA)
Texas Psychological Association (TPA)
Counsel for Exceptional Children (CEC)
American Education Research Association (AERA)
International School Psychology Association (ISPA)

Association of School Psychology Students (ASPS)

The Association of School Psychology Students (ASPS) is an organization founded and administered by and for school psychology students. The ASPS is an official Texas State University student organization with the purpose of providing educational seminars, social and professional networking opportunities, and support among current and past school psychology students. ASPS officers are elected on an annual basis and the organization has provided a variety of services to school psychology students, including community service projects, book exchanges, sponsorship of field trips and guest lectures, carpooling to national conventions and conferences, tutorial groups for specific courses, program mentoring, and holiday and graduation parties. For information and applications regarding ASPS, students should contact ASPS members or the ASPS faculty program advisor.

RESPECIALIZATION IN SCHOOL PSYCHOLOGY

Students who already hold a graduate degree in an area of psychology may apply to the respecialization program in school psychology at Texas State University. Completion of a respecialization program leads to institutional recommendation for certification as a Nationally Certified School Psychologist (NCSP) with NASP and for licensure as a Licensed Specialist in School Psychology (LSSP) with TSBEP. Graduate coursework previously completed by the respecialization applicant is carefully reviewed by Program faculty to ensure that the applicant's training will be sufficient to justify the institutional recommendation for internship and certification/licensure. The Texas State University program requirements may exceed the minimum requirements established by the TSBEP.

In order to gain admission to the School Psychology Program for respecialization, the applicant should meet the following requirements:

1. Possess a graduate degree in psychology from an accredited institution of higher learning;
2. Meet with the respecialization advisor to review application to the program;
3. Submit transcripts of all previous graduate coursework that may be applied as credit toward respecialization (Note: catalogs, course descriptions and syllabi may also be requested);
4. Apply in writing on the Application for Admission to the School Psychology Program;
5. Apply to be admitted as a certification-only student to the Graduate College at Texas State University (see catalog for admission deadlines).

See Appendix B for Respecialization Planning Form.

STUDENT FITNESS AND PERFORMANCE

Program Standards

Students enrolled in all programs in the Department of CLAS, including School Psychology, must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and techniques that are generally accepted by others in the profession, and conform to the codes of ethics of relevant professional entities (e.g., National Association of School Psychologists and Texas State Board of Examiners of Psychologists). A student's admission into the School Psychology Program does not guarantee his or her fitness to remain in the Program. The faculty is responsible for ensuring that only those students who continue to meet Program standards are allowed to continue in the Program.

Academic Honesty

Students in the School Psychology Program are expected to adhere to University standards of academic honesty (see Appendix C). When academic dishonesty becomes a concern, Program faculty follow University procedures.

School Psychology Program Attendance Policy

Regular attendance is expected at all class meetings for all courses. Instructors must be notified of absences in advance if possible. When advance notice is not possible, students should notify the instructor of the reason for the absence as soon as is feasible. More than one absence per semester may result in reduction of one letter grade for that course.

NOTE: The School Psychology Program at Texas State University subscribes to the ethical standards and practices of the American Psychological Association, the National Association of School Psychologists, and the Texas State Board of Examiners of Psychologists.

Evaluating Student Fitness and Performance

As part of an ongoing performance-based assessment process, students are evaluated semiannually with respect to academic skills, practice competencies, and professional/ethical conduct. Student fitness and performance are evaluated throughout the Program by faculty members, advisors, and supervisors. The criteria used by the faculty to make professional judgments include course instructor evaluations of student's performance on academic and simulated practice requirements, field supervisor evaluations of student's performance in practicum and internship situations, and student adherence to the profession's codes of ethics. Students who are not making satisfactory progress or who are not meeting Program standards may be asked to complete an improvement program and, if necessary, to withdraw from the Program.

Required Withdrawal From a Program

If a faculty member believes that a student is not making satisfactory progress or meeting Program standards, he or she should discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Faculty Committee. The Program Faculty Committee consists of three faculty appointed by the department chairperson in consultation with Program faculty.

The committee will notify the student of the reasons why he or she is not making satisfactory progress or meeting Program standards and will give the student the opportunity to meet with the committee to respond, to present information, and to provide witnesses to the committee. The committee will also meet with the faculty member who referred the student to the committee. After considering the matter, the committee will report to the department chairperson, recommending that the student either be allowed to remain in the program or be removed from the program. The committee may make other recommendations, such as placing restrictions or conditions on the student's continuing in the Program.

The department chairperson, after considering the committee's recommendations and after meeting with the student, will determine whether the student will be allowed to remain in

the Program. In either case the student will be notified in writing within 10 working days of the chairperson's receipt of the committee's recommendation.

If the student is dissatisfied with the chairperson's decision, he or she may appeal to the dean of the College of Education with notification to the dean of the Graduate College. In order for an appeal to be considered, however, the student must submit a written notice for an appeal to the department chairperson within 10 working days of receiving the chairperson's decision. The dean will consider the matter based on results compiled by the department chairperson and notify the student of his or her decision within 10 working days of his or her receipt of the appeal from the chairperson.

See Appendix D & E for copies of School Psychology Student Evaluation and Professional Performance Evaluation form.

APPENDIX A

To: School Psychology Students
From: School Psychology Program Faculty
Re: Portfolios

The portfolio is designed to document your attainment of competencies in school psychology knowledge and skills. Organized by the ten domains of school psychology training and practice (Best Practices V), the portfolio should contain *selected* work samples that best demonstrate your competence for each domain. For example, you might select your EDP 5386 consultation child study report as a source of documentation for Domain 2.2 (Consultation and Collaboration). In addition to the work samples, *each domain should contain a cover sheet* on which you describe your competency for the domain. You should also include course instructor rubrics for product/process evaluations in the portfolio.

A summary statement should conclude the portfolio. The statement should summarize how you are able to integrate the domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

Portfolios are due two weeks before your scheduled oral examination.

All identifying subject or client information should be removed from portfolios before submitting.

Remember, if in doubt about a work product, SAVE IT! If you have any questions, contact any School Psychology Program faculty.

APPENDIX B
Respecialization Plan for
Licensed Specialist in School Psychology
Department of CLAS
Texas State University-San Marcos

Name: _____ **ID#:** _____
Address: _____ **Phone:** _____
 _____ **E-mail:** _____
Graduate Degree in Psychology: _____ **Date Conferred:** _____
University: _____ **Transcripts Attached:** _____

Texas State Required Coursework	Coursework Credit	Univ. Year
EDP 5385- Ethics/Standards	_____	_____
EDP 5300-Interviewing/Couns/Consult	_____	_____
PSY 5320-Advanced Statistics OR SOC 5307	_____	_____
COUN 5368-Dev. Issues in Counseling	_____	_____
COUN 5307-Counseling Theories	_____	_____
EDP 5398- Alternative Evaluation	_____	_____
EDP 5376-Psychoed Assessment	_____	_____
PSY 5391-Research Seminar OR COUN 5391	_____	_____
EDP 5387- Data based Decision Making	_____	_____
EDP 5380-Counseling Techniques	_____	_____
EDP 5377-Soc/Emo/Beh Assessment	_____	_____
PSY 5370-Psychology of Learning	_____	_____
EDP 5389-Practicum	_____	_____
EDP 5394-Multicultural Issues in School Psychology	_____	_____
EDP 5396-Biological Bases of Behavior	_____	_____
SPED 5375-Beh Management	_____	_____
C&I 5330-MultiCultural Teaching and Learning	_____	_____
EDP 5389-Practicum	_____	_____
EDP 5379-Child/Ad. Psych	_____	_____
EDP 5386-Consultation & Prof. Issues	_____	_____
EDP 5389- Practicum	_____	_____
EDP 6301-Professional Internship	_____	_____
EDP 6302-Professional Internship	_____	_____

Continued on next page

Coursework Needed:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Applicant

Date

School Psychology Advisor Date

School Psychology Coordinator Date

APPENDIX C

Academic Honesty

Students in the School Psychology Program are expected to adhere to University standards of academic honesty (provided in the Appendix). When a student is suspected of academic dishonesty, Program faculty follow University procedures.

Academic Honesty Statement

Learning and teaching take place best in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Academic Offenses

Students who have committed academic dishonesty, which includes cheating on an examination or other academic work to be submitted, plagiarism, collusion, or abuse of resource materials, are subject to disciplinary action.

- A. Academic work means the preparation of an essay, thesis, report, problem assignments, or other projects which are to be submitted for purposes of grade determination.
- B. Cheating means:
 - 1. Copying from another student's test paper, laboratory report, other report or computer files, data listing, and / or programs.
 - 2. Using materials during a test unauthorized by person giving test.
 - 3. Collaborating, without authorization, with another person during academic work.
 - 4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or processing, in whole or part, the content of an unadministered test.
 - 5. Substituting for another student-or permitting another person to substitute for oneself in taking an exam or preparing academic work.
 - 6. Bribing another person to obtain an unadministered test or information about an unadministered test.
- C. Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in ones own written work offered for credit.
- D. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.
- E. Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

Penalties for Academic Dishonesty

Students who have committed academic dishonesty may be subject to:

- A. Academic penalty including one or more of the following when not inconsistent:
 - 1. A requirement to perform additional academic work not required of other students in the course;
 - 2. Required to withdraw from the course with a grade of "F".

3. A reduction to any level grade in the course, or on the exam or other academic work affective by the academic dishonesty.
4. Disciplinary penalty including any penalty which may be imposed in a student disciplinary hearing pursuant to this Code of Conduct.

Procedures in Cases of Academic Dishonesty

A. Initiation of action

When a member of the faculty believes that a student performing academic work under the faculty member's supervision has committed an act of academic dishonesty, the faculty member shall summon the student to a private conference.

B. Faculty Disposition

At the conference the faculty member will present the student with evidence of academic dishonesty and give the student an opportunity to respond. There after, if the faculty member is convinced that the student committed an act of academic dishonesty, the faculty member will advise the student of such fact and the academic penalty that the faculty member will impose. The faculty member will also notify the student of the student's rights to appeal to the department chair, the college dean, and the vice president for academic affairs. The student must initiate each appeal by delivering written notice to each officer considering the appeal within five working days of the date of the latest decision on his or her case. The faculty member may not impose the academic penalty until all appeals are complete or the student has indicated that he or she does not wish to appeal further.

The student will indicate in writing, using the Academic Administrative Review Form, whether he or she accepts the faculty members finding, academic penalty, or both. In either case, the faculty member will send a copy of the Academic Administrative Review Form to the Coordinator of Student Justice.

C. Appeals

If the student rejects the faculty members finding, academic penalty, or both, the student may appeal to the faculty members department chair, college dean, and vice president for academic affairs. At each step in the process, the student is entitled to written notice of the alleged offence, an opportunity to respond, and an impartial determination of his or her case. The vice president for academic affairs decision is final as to the academic penalty.

D. Student Justice

In the case of flagrant or repeated violations, the vice president for academic affairs may refer the matter to the coordinator of student justice for further disciplinary action. Disciplinary action will not become effective until the student has received procedural due process as provided in the Code of Student Conduct.

APPENDIX D

SCHOOL PSYCHOLOGY STUDENT EVALUATION

Student: _____

Semester: _____

Date of Evaluation: _____

Year: _____

Advisor: _____

__ Special

I. Academic

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

- | | | | | | |
|---|---|---|---|---|-----|
| A. Student uses APA style competently in writing research reports. | 4 | 3 | 2 | 1 | N/O |
| B. Student demonstrates competence in accessing and integrating relevant literature for research reviews in course assignments. | 4 | 3 | 2 | 1 | N/O |
| C. Student course grades meet Program expectations. | 4 | 3 | 2 | 1 | N/O |
| D. Student communicates effectively in written form. | 4 | 3 | 2 | 1 | N/O |

Comments:

II. Practice

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

- | | | | | | |
|---|---|---|---|---|-----|
| A. Student can complete competent psychological assessments and written reports, and communicate findings appropriate to level of training. | 4 | 3 | 2 | 1 | N/O |
| B. Student can use diagnostic data to design appropriate recommendations/interventions relevant to level of training. | 4 | 3 | 2 | 1 | N/O |
| C. Student demonstrates the interpersonal skills necessary to the practice of school psychology. | 4 | 3 | 2 | 1 | N/O |
| D. Student evidences the emotional maturity necessary to the practice of school psychology. | 4 | 3 | 2 | 1 | N/O |
| E. Student uses empirical research to develop recommendations and interventions. | 4 | 3 | 2 | 1 | N/O |

Comments:

III. Professional and Ethical Conduct

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

A. Student demonstrates professionalism in all course-related activities, including practicum (e.g., attends class on time, uses good judgment, professional appearance).	4	3	2	1	N/O
B. Student completes assignments and/or assigned tasks in a timely and responsible manner.	4	3	2	1	N/O
C. Student behaves ethically in all matters related to the role of school psychology graduate student.	4	3	2	1	N/O
D. Student demonstrates motivation and initiative.	4	3	2	1	N/O
E. Student is responsive to constructive feedback from faculty, as evidenced by nondefensiveness and efforts to change relevant behavior.	4	3	2	1	N/O
F. Student demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the interpretation of research.	4	3	2	1	N/O
G. Student demonstrates a commitment to learning and professional development.	4	3	2	1	N/O

Comments:

IV. Student portfolio review and comments:

V. Is the student progressing appropriately towards completion of the program?

_____ yes _____ no

Based on current evaluation, the committee requires that a Professional Performance Evaluation for this student will be conducted this year.

_____ yes _____ no

Advisor's Signature

Comments by student on evaluation (optional):

Student Signature

Date

APPENDIX E

School Psychology Professional Performance Evaluation

Student _____
Faculty _____

Semester/Year _____
Course Number _____

Page 1

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.				
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2
5. The student demonstrates appropriate cognitive, affective, sensory, and motor capacities to respond therapeutically to clients.	N	0	1	2
6. The student performs evaluations, diagnostic services, or interventions only within the context of defined professional relationships	N	0	1	2
7. The student refrains from misuse of assessment techniques, interventions, results and interpretations.	N	0	1	2
8. The student makes reasonable efforts to maintain the integrity and security of tests and other assessment techniques.	N	0	1	2
9. The student takes reasonable precautions to respect the confidentiality rights of those with whom they work or consult.	N	0	1	2
10. The student maintains appropriate confidentiality in creating, storing, accessing, transferring and disposing of records.	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the school psychology profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to school psychology training and practice.	N	0	1	2
Communication and Counseling Skills				
1. The student demonstrates the ability to establish relationships in such a manner that an appropriate working alliance can be created	N	0	1	2
2. The student demonstrates therapeutic communication skills including:	N	0	1	2
a. Creating appropriate structure- setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Establishing and communicating empathy- taking the perspective of the client without over identifying and communicating this experience to the client	N	0	1	2
c. Immediacy-staying in the here and now	N	0	1	2

School Psychology Professional Performance Evaluation				
Student _____	Semester/Year _____			
Faculty _____	Course Number _____			
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	N	0	1	2
4. The student collaborates with the client to establish clear goals	N	0	1	2
5. The student facilitates movement toward client goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1	2
7. The student creates a safe clinical environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
9. The student establishes, discloses and maintains the limits of confidentiality.	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

Comments:

Created by the Texas State University – San Marcos School Psychology Program