UT San Antonio™
The University of Texas at San Antonio

Doctor of Philosophy Degree in
School Psychology

Department of Educational Psychology

PhD in School Psychology Program Handbook (2026-2027)

See the following handbooks for additional program information/forms:

- ☐ *Practicum Handbook*
- ☐ *Doctoral Internship Handbook*
- ☐ *Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook*
- ☐ *Dissertation Handbook*

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Introduction

The purpose of this handbook is to describe the orientation, content, requirements, expectations, policies, and procedures of the Doctor of Philosophy in School Psychology program at the University of Texas at San Antonio (UTSA). This handbook is designed to help students matriculate through the program. Students are expected to read this handbook carefully, as they will be responsible for knowing the content herein. Further, students should refer to this handbook when they have questions about the program, and faculty should refer to this handbook to facilitate student advising and program administration.

In addition to the policies and procedures outlined in this handbook, students are expected to abide by UTSA policies and procedures described in the UTSA Graduate Catalog (https://catalog.utsa.edu/graduate/).

PhD in School Psychology Program Overview

At present, the PhD in School Psychology program is not accredited by the American Psychological Association (APA) Commission of Accreditation (COA) nor the National Association of School Psychologists (NASP) Program Accreditation Board (APB).

> *However, the program is designed to be consistent with the APA Standards of Accreditation for Health Services Psychology, as well as NASP accreditation standards of doctoral programs in school psychology.*
>
> *Additionally, the program has submitted a self-study to the APA COA, the APA COA has authorized a site visit for the program, and the program is considered to be 'under review for accredited, on contingency.' (See the program's current status at: https://accreditation.apa.org/programs-applying-for-initial-accreditation.)*

The overarching goal of the program is to prepare future psychologists capable of contributing to the academic, emotional, and social-behavioral well-being of children and adolescents through direct and indirect services, as well as to the science that informs psychological knowledge and practice. Students will demonstrate (a) an understanding of content in a variety of domains of psychological science, (b) professional behavior and effective communication, and (c) professional competencies in assessment, intervention, consultation, supervision, and research. Training in the program is (a) based on the integration of empirical evidence and practice, (b) sequential and cumulative in nature, and (c) based on respect for an understanding of cultural and individual differences and diversity. Ultimately, the goal of program is to prepare graduates as scientist-practitioners with careers as professional health service psychologists and faculty in school psychology training and research programs.

The program includes coursework and field-based experience in various areas of psychological practice (e.g., assessment, intervention, supervision, consultation, and professional issues), basic psychology principles (e.g., human development, learning, biological aspects of behaviors, social aspects of behavior), research, measurement, and statistics. Students supplement core training via elective courses – in areas such as behavior analysis, bilingualism and assessment, and research and evaluation – as an opportunity to personalize degree plans based on professional goals and interests. Students also complete intensive supervised field-

based practicum experiences, a doctoral dissertation based on original research, and a formal doctoral internship.

The PhD in School Psychology program provides the academic, research, and practical training necessary for eligibility to apply for licensure as a Licensed School Psychologist (LSP) and Licensed Psychologist (LP) by the Texas State Board of Examiners of Psychologists. The LSP credential allows graduates to provide psychological services in public and private K-12 settings, and the doctoral-level LP credential allows graduates to provide psychological services in a range of settings beyond public schools, in addition to conducting research and teaching within academic institutions. Graduates also are eligible to apply for certification as a Nationally Certified School Psychologist (NCSP), which is a nationally-recognized professional certification granted by the National Association of School Psychologists (NASP).

Please note that successful completion of this degree does not guarantee certification or licensure. Students are responsible for meeting additional criteria as outlined by the Texas State Board of Examiners of Psychologists (or other jurisdictions/states where students may practice), including: attaining appropriate internship experiences and supervision; earning passing scores on the Examination for Professional Practice in Psychology (EPPP), School Psychologist Praxis Exam, and Jurisprudence Exams; and attaining additional 'post-doctoral' experience after completing the PhD in School Psychology program.

Additionally, eligibility for various licenses and credentials is influenced by the setting in which students complete their doctoral internship.

- *Students completing their internship in a school setting may be eligible to apply for both the LSP and LP, as well as the NCSP.*
- *Students completing their internship in a non-school setting may be eligible to apply for the LP, but not for the LSP or NCSP.*

See the website of the Texas State Board of Examiners of Psychologists for additional information for licensure in Texas (https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html). Students are also encouraged to review the licensure requirement for any other state or jurisdiction in which they are considering working as a psychologist or school psychologist.

Program Focus Area

The PhD in School Psychology program's focus area is 'School Psychology.' The PhD in School Psychology does not have a major focus or combination of focus in other areas (i.e., the program does not have a major focus – or combination of focus – in clinical psychology or counseling psychology). The 'School Psychology' focus is evident via the coursework, as well as in the intensive school-based practicum requirement, which is equivalent in intensity to a half-time school psychology internship and which aligns with minimum requirements for school psychologist credentials.

Additionally, the PhD in School Psychology program builds upon the department's NASP-accredited MA in School Psychology program, which covers domain specific knowledge in psychology and psychological competency/professional practice areas associated with school psychology. However, the doctoral program differs from the MA program in that the doctoral program includes: (a) advanced coursework in research method and statistics; (b) advanced coursework in supervision, consultation, and intervention; (c) additional coursework in discipline-

specific knowledge associated with psychological science, (d) advanced practicum; (e) elective course opportunities; and (f) a dissertation requirement. Thus, the doctoral program places greater emphasis on training related to research and is designed to provide students with advanced training and experiences to prepare them to work in a variety of settings, including schools, other mental health organizations that serve children and adolescents, colleges and universities, research centers, and private practice. For questions about the differences between the MA and PhD programs – and which program will best help students reach their professional goals – please contact the Graduate Advisor of Record/Director of Clinical Training (Dr. Victor Villarreal, victor.villarreal@utsa.edu).

UTSA, COEHD, and the Department of Educational Psychology

Organizational Structure

The PhD in School Psychology program is administered by the University of Texas at San Antonio (UTSA). UTSA is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees (https://provost.utsa.edu/spa/accreditation/).

Within UTSA, the PhD in School Psychology program is administered by Department of Educational Psychology, which is one of six departments in the College of Education and Human Development (COEHD). The other departments in the COEHD include: Bicultural-Bilingual Studies (BBL); Counseling (COU); Educational Leadership and Policy Studies (ELPS); Interdisciplinary Learning and Teaching (ILT); and Race, Ethnicity, Gender, and Sexuality Studies (REGSS).

UTSA Mission Statement

UTSA is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, and serves as a center for intellectual and creative resources as well as a catalyst for socioeconomic development and the commercialization of intellectual property — for Texas, the nation and the world (https://www.utsa.edu/about/).

COEHD Mission Statement

The COEHD will be an international model for developing inclusive, transformative leaders guided by principles of community, integrity, excellence, scholarship and service. The COEHD will have a critical impact on the realization of human and community potential through its leadership in education, health and wellness, human development and policy studies. All programs of study include a focus on developing competencies for working effectively in multicultural and cross-national contexts (https://education.utsa.edu/).

Department of Educational Psychology Mission Statement

The Department of Educational Psychology is committed to advancing and applying scientific knowledge to improve educational and psychological outcomes across diverse communities and contexts. Our faculty focuses on high-quality research, innovative teaching, and preparing diverse professionals with the skills needed to enhance education and improve lives. The

department also plays active roles in local, national, and international organizations. The department offers four graduate degrees: the Master of Arts degree in Applied Educational Psychology, the Master of Arts degree in School Psychology, the Master of Science degree in Behavior Analysis, and the Doctor of Philosophy in School Psychology. (https://education.utsa.edu/educational-psychology/).

The PhD in School Psychology program fits within institutional, college, and department missions by preparing scientist-practitioners and health service psychologists who will advance the knowledge of psychology through research and who will enhance the development, well-being, and success of children and adolescents through the provision of psychological services. The program also serves the community and public by placing practicum students, interns, and doctoral-level psychologists in local schools and mental health settings to further enhance the capacity to provide services such as intervention, assessment, consultation, and supervision.

Program Philosophy and Training Model

The PhD in School Psychology program adheres to a scientist-practitioner model of training in which practice is informed by theory and empirical research. Thus, the program strives to instruct students in a problem-solving process in which decisions are based on reliable and valid data, and in which all services are evidence-based. In the spirit of data-based decision making, students obtain a solid foundation in research methods, statistics, psychometrics, and theories of learning before applying these concepts in the study of psychological science and in more advanced professional psychology courses. The program uses a developmental approach in which students demonstrate foundational knowledge before learning how to translate this knowledge into applied skills (e.g., psychological assessment and intervention).

The program also embraces a systems orientation in which individuals served (e.g., children and adolescents) are conceptualized as developing within larger systems (e.g., classrooms, schools, homes, communities, and cultural contexts), thereby highlighting multiple targets for assessment, intervention, and other psychological services. Furthermore, the program strives to instill the principle of lifelong learning by helping students recognize the importance of continuing professional development.

The program's primary goals for student outcomes are reflected in the dual emphasis on research and practice.

1. Students will demonstrate an understanding of content in a variety of domains of psychological science, as well as professional competencies in assessment, intervention, consultation, and supervision of psychological services with diverse populations.
2. Students will demonstrate scientific knowledge and expertise in research methods and data analysis, as well as the integration of the science of psychology within a contextual framework in which science and practice are interconnected.

General Professional Domains

Within this larger context, the PhD in School Psychology program curriculum and training is designed to encapsulate the professional practice domains of the American Psychological Association (APA) *Standards of Accreditation for Health Service Psychology* and of the National

Association of School Psychologists (NASP) *Standards for Graduate Preparation of School Psychologists*. For detailed information, see the 'Curriculum' section of this handbook.

To meet APA standards, students will demonstrate core psychology knowledge in the following areas (https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf):

1. History and Systems of Psychology
2. Affective Aspects of Behavior
3. Biological Aspects of Behavior
4. Cognitive Aspects of Behavior
5. Developmental Aspects of Behavior
6. Social Aspects of Behavior
7. Advanced Integrative Knowledge
8. Research Methods
9. Statistical Analysis
10. Psychometrics

To meet APA standards, students will demonstrate knowledge, skills, and competency in the following areas (https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf):

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

To meet NASP standards, students will demonstrate knowledge, skills, and competency in the following areas (https://www.nasponline.org/standards-and-certification/nasp-practice-model):

1. Data-based decision making (Domain 1)
2. Consultation and collaboration (Domain 2)
3. Academic interventions and instructional supports (Domain 3)
4. Mental and behavioral health services and interventions (Domain 4)
5. School-wide practices to promote learning (Domain 5)
6. Services to promote safe and supportive schools (Domain 6)
7. Family, school, and community collaboration (Domain 7)
8. Equitable practices for diverse student populations (Domain 8)
9. Research and evidence-based practice (Domain 9)
10. Legal, ethical, and professional practice (Domain 10)

Note: There is some overlap between NASP domains of practice and APA profession-wide competencies as indicated in the following table. Additionally, some NASP domains of practice integrate multiple competencies (e.g., both assessment and intervention within the same domain), so some NASP domains are listed in the table multiple times. APA discipline-specific knowledge is not reflected in the table, as the table reflects professional competencies and practice domains.:

APA Profession-Wide Competencies	NASP Domains of Practice
1. Research	1. Data-Based Decision Making 9. Research and Evidence-Based Practice
2. Ethical & Legal Standards	10. Legal, Ethical, & Professional Practice
3. Individual & Cultural Diversity	7. Family, School, and Community Collaboration 8. Equitable Practices for Diverse Student Populations 10. Legal, Ethical, & Professional Practice
4. Professional Values & Attitudes	10. Legal, Ethical, & Professional Practice
5. Communication and Interpersonal Skills	2. Consultation and Collaboration 10. Legal, Ethical, and Professional Practice
6. Assessment	1. Data-Based Decision Making 2. Consultation and Collaboration 5. School-Wide Practices to Promote Learning 8. Equitable Practices for Diverse Populations 9. Research and Evidence-Based Practice
7. Intervention	1. Data-Based Decision Making 2. Consultation and Collaboration 3. Academic Interventions and Instructional Supports 4. Mental and Behavioral Health Services and Interventions 5. School-Wide Practices to Promote Learning 6. Services to Promote Safe and Supportive Schools 8. Equitable Practices for Diverse Populations 9. Research and Evidence-Based Practice
8. Supervision	10. Legal, Ethical, and Professional Practice
9. Consultation and Interprofessional/ Interdisciplinary Skills	2. Consultation and Collaboration 5. School-Wide Practices to Promote Learning 6. Services to Promote Safe and Supportive Schools 7. Family, School, and Community Collaboration

Sequential Nature of Training Model

The program training model and general sequence of the curriculum is designed such that courses and prerequisites are deliberately placed to reflect increasing complexity, cumulative building of knowledge and skills, and the development from student to professional.

In the beginning stages of the program, training is primarily focused on establishing foundations in ethics and data-based decision making, major evaluation and research methods considerations in psychology, and building foundational knowledge in a variety of professional competencies (e.g., assessment, intervention, and consultation). Once students have demonstrated mastery of initial training requirements, they participate in psychology practicum and also complete coursework that is more complex and dependent on cumulative knowledge that they have gained. In latter parts of training – after students have demonstrated mastery of core psychological science and professional competency – students also take elective courses, which permits them to complete training in areas in which they have specific interest and which align with their professional identity.

Finally, as part of the culminating experiences of training, student complete a dissertation, which requires them to demonstrate their cumulative knowledge of psychological science and research methods and statistics. Student also complete a doctoral internship, which requires

them to demonstrate their cumulative knowledge, skills, and competence in professional psychology. Thus, students complete their training by demonstrating their success in applying their cumulative knowledge and competency in the intensive, complex doctoral internship experience and in the intensive, independent dissertation project.

Program Faculty, Roles, and Staff Support

Program Leader

Hereafter, the program leader is referred to as the Graduate Advisor of Record (designation assigned by UTSA) and/or the Director of Clinical Training (designation assigned specifically by the program).

The Graduate Advisor of Record/Director of Clinical Training for the PhD in School Psychology program must be a doctoral-level 'Core School Psychology Faculty' member (as described in the next section) with expertise in school psychology and in supervising and mentoring the scholarly development of doctoral students.

At present, Dr. Victor Villarreal serves in this role. Dr. Villarreal: (a) holds a doctoral degree in school psychology from an APA-accredited institution; (b) is a core school psychology faculty member; (c) holds the rank of tenured Professor ('Full') at UTSA; and (d) is credentialed as a Licensed Psychologist, Licensed School Psychologist, and Nationally Certified School Psychology. Dr. Villarreal is also actively engaged in conducting psychological research.

The Graduate Advisor of Record/Director of Clinical Training is in regular communication with the PhD in School Psychology Graduate Program Committee, Chair of the Department of Educational Psychology, and Dean of the College of Education and Human Development (via the college Associate Dean for Academic Programs and Student Success).

Core School Psychology Faculty

Core faculty for the PhD in School Psychology program: (a) have completed doctoral graduate degrees in school psychology or a closely related field; (b) are involved in research, teaching, and/or professional service in school psychology; (c) devote a majority of their professional time to program-related activities; (d) are identified as 'Graduate Faculty' by the UTSA Graduate School, (e) advise PhD students on dissertations (i.e., as Dissertation Chairs and/or Dissertation Committee Members); and (f) are responsible for administration of the program, including student advising, student evaluations, and supervision. These faculty may also hold licensure/credentials for the provision of psychological services. *Each student is assigned a core school psychology faculty member that serves as the student's doctoral program advisor on admission to the program.*

Core school psychology faculty include:

Felicia Castro-Villarreal, Professor
PhD, School Psychology, Oklahoma State University
Licensed School Psychologist
Provisionally Licensed Psychologist

John Davis, Associate Professor
PhD, School Psychology, Texas A&M University
Licensed School Psychologist
Provisionally Licensed Psychologist

Mackenzie Hart, Assistant Professor
PhD, School Psychology, University of South Carolina
Nationally Certified School Psychologist

Jordan Morgan, Assistant Professor of Practice
PhD, Educational Psychology (Emphasis – School Psychology), Texas Tech University
Licensed Psychologist
Licensed School Psychologist

- *Jordan Morgan also serves as the Director of the Psychological Assessment and Consultation Center (PACC)*

Jeremy Sullivan, Professor
PhD, School Psychology, Texas A&M University
Licensed Psychologist
Licensed School Psychologist
Nationally Certified School Psychologist

- *Jeremy Sullivan also serves as the Internship Training Director for the PhD in School Psychology program*

Victor Villarreal, Professor
PhD, School Psychology, Texas A&M University
Licensed Psychologist
Licensed Specialist in School Psychology
Nationally Certified School Psychologist

- *Victor Villarreal also serves as the Graduate Advisor of Record/Director of Clinical Training for the PhD in School Psychology program.*

Additional information regarding faculty credentials (e.g., training background and licensure held) and scholarly activity (e.g., curriculum vitae) are available on request (please contact victor.villarreal@utsa.edu) and via the Department of Educational Psychology Website (https://education.utsa.edu/educational-psychology/faculty/).

Doctoral Program Advisor

On admission to the PhD in School Psychology program, students are assigned a Doctoral Program Advisor who is a core faculty member of the PhD in School Psychology program. The Doctoral Program Advisor assists students with general program advising, addressing program-related concerns/questions, assisting students through the comprehensive qualifying examination process, and assisting students through the preliminary stages of the dissertation process. Doctoral Program Advisors maintain regular communication with the PhD in School Psychology program Graduate Program Committee and the program Graduate Advisor of Record/Director of Clinical Training.

Students will remain with their initially assigned Doctoral Program Advisor unless a student or the initially assigned advisor makes a formal request for re-assignment. If students want to be re-

assigned to a different Doctoral Program Advisor (i.e., a different core faculty member of the school psychology program), by the end of the spring semester of the second year in the program, students must inform (a) their currently assigned Doctoral Program Advisor and (b) the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training. Students may wish to be re-assigned to a different Doctoral Program Advisor based on: (a) a review of faculty research interests, (b) interviews with other faculty members, (c) faculty member availability, and (d) work with other faculty on mutual areas of interest.

Each year, the Doctoral Program Advisors also evaluate student progress through the program and they provide a report to the Graduate Program Committee (*as described in the next section*). Thus, it is essential that students communicate regularly with their Doctoral Program Advisor about their progress in the program.

Graduate Program Committee

All core school psychology faculty members are also members of the PhD in School Psychology Graduate Program Committee (GPC). The GPC is responsible for making decisions about the program (e.g., curriculum, admissions, and conditions under which students complete program requirements). Members of the GPC are also responsible for completing activities such as ongoing student evaluations, responding to student requests, ongoing program evaluation and maintenance, and approving programs of study for students that have been admitted to doctoral candidacy. The GPC meets at least once every month (and more often as needed) during the academic term. The GPC may also invite other department faculty members to participate in program activities as needed (*see the next section*). The GPC maintains regular communication with the Chair of the Department of Educational Psychology and with the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training.

Department of Educational Psychology Faculty

The PhD in School Psychology program also benefits from the expertise and support of other faculty from the Department of Educational Psychology who teach foundational and elective courses, involve students in research projects/experiences, serve on dissertation committees, hold licensure in allied professions (e.g., behavior analysis), and assist in the evaluation of students, as needed.

Department faculty include:

Michael Karcher, Professor
PhD, Educational Psychology, University of Texas at Austin
EdD, Human Development and Psychology, Harvard University

Ashley Labay, Clinical Associate Professor
MA, Special Education and Applied Behavior Analysis, University of Texas at San Antonio

Russell Lang, Professor
PhD, Autism and Developmental Disabilities, University of Texas at Austin

Han Bum Lee, Assistant Professor of Research
PhD, Applied Economics, University of Illinois at Urbana-Champaign

Hannah MacNaul, Assistant Professor
PhD, Applied Behavior Analysis, University of South Florida

Leslie Neely, Professor
PhD, Educational Psychology, Texas A&M University

Sharon Nichols, Professor
PhD, Educational Psychology, University of Arizona

- *Sharon Nichols also serves as the Chair of the Department of Educational Psychology.*

Humberto Pena, Assistant Professor
PhD, Educational Psychology (Special Education), Texas A&M University

Ian Thacker, Associate Professor
PhD, Urban Education Policy, Educational Psychology Concentration, University of Southern California

Administrative Support Staff

At the Department-level, the program is further supported by a Senior Administrative Associate (Teresa Pena; teresa.pena@utsa.edu) who assists with coordination and administration of department activities, as well as staff associated with the COEHD Graduate Studies team (including a Senior Program Manager and Assistant Director For Graduate Student Success, available at COEHDGraduateStudies@utsa.edu) who can assist students with general academic and administrative issues (e.g., admissions questions, policies and procedures, course transfer petitions, etc.). At the College-level, a variety of staff members are available to assist graduate students and graduate programs. This includes: a 'Senior Administrative Associate' that manages student issues related to funding and financial support; a 'Retention and Graduation Program Coordinator' that assists students in documenting progress in the program and achievement of key milestones; and an 'Associated Dean for Academic Programs and Students Success' that oversees the general functioning of all graduate program in the College.

Program Admission Requirements

UTSA Graduate School Admission Requirements

UTSA's general graduate admissions requirements include the following (https://catalog.utsa.edu/policies/admission/graduate/graduatedegreeseekingstudents/):

In order to be considered for unconditional admission to a graduate program, an applicant must submit a graduate application along with a nonrefundable application fee and meet the following criteria:

1. Earned a baccalaureate degree from an accredited college or university in the United States or have proof of equivalent training at a foreign institution.
2. A minimum grade point average of at least 3.0 (on a 4.0 scale) from an awarded master's or bachelor's degree. Departments may consider the grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours.

3. Completed adequate credit hours or foreign institution equivalent coursework as preparation for the program. Evidence of adequate preparation varies by program.
4. Program specific, an official GRE/GMAT score may be required. Please check the program requirements.
5. International applicants whose native language is not English must also submit English Language Proficiency Scores from one of the following agencies: Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo (DET). For more information on which countries qualify for a waiver of this requirement, please see the International Graduate Student Admission section.
6. Meet additional admission criteria set forth by the graduate program of interest (see program descriptions in the Graduate Catalog).

Admission decisions are based on a careful, holistic review of all aspects of the applicant's file, including standardized tests (when applicable), undergraduate grade point average, letters of recommendation, research, and teaching experience, etc. Some graduate programs have additional admissions criteria that applicants must meet.

Please note that meeting the above minimum standards does not guarantee admission because the number of qualified applicants exceeds the number of spaces available. Consequently, many well-qualified applicants may not be admitted.

PhD in School Psychology – Program-Specific Admission Requirements

In addition to UTSA's general graduate admission requirements, the minimum requirements for admission to the PhD in School Psychology program are:

1. Applicants must provide official transcripts indicating a Bachelor's degree in Psychology, Special Education, Curriculum & Instruction, Sociology, or closely related field from a regionally accredited college or university in the United States, or show proof of equivalent training at a foreign institution.
2. Acceptance to the PhD program is contingent on having a grade point average (GPA) of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of coursework for the baccalaureate degree, as well as in all graduate-level coursework taken (if applicable).
3. Applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo. Minimum scores include a score of at least 5.0 on the TOEFL iBT, at least 7 on the IELTS, or at least a 120 on Duolingo.
4. Applicants must submit an up-to-date professional resume.
5. Applicants must provide two letters of recommendation from professional references. Appropriate sources of letters include professors, supervisors, employers, and similar individuals with whom the applicant has a professional relationship. These letters should specifically address the applicant's academic and/or professional skills, and potential to succeed in a rigorous graduate program. Letters should not be submitted from personal references such as friends or family members.
6. Applicants must submit three 500-word statements (total ~1,500 words): (1) describe your fit within the role of a future school psychologist, including anticipated challenges and rewards your foresee in the profession; (2) explain what specific aspects of the program make it a strong match for you; and (3) outline your 5- and 10-year professional goals (after completing the program) and explain how the PhD program will help you achieve those goals.

7. Selected applicants will complete an interview with program faculty. Following the interviews and review of all application materials, faculty will determine which students to admit for the academic year.
8. Applicants who lack appropriate academic background in psychology or a closely related field may be admitted conditionally, and specific leveling coursework will be required to address areas of deficiency. The hours of coursework required will be determined on a case-by-case basis between the student and the student's advisor and this coursework must be completed within the first year of study.

Application Deadline

Applications are due on December 1st each year – for admission in the fall semester of the following year – to allow program faculty sufficient time to review applications, conduct interviews, and reach admissions decisions. Admissions are for fall semesters only (i.e., students will not be able to start the program in the spring or summer semesters).

Full-Time Enrollment

The PhD in School Psychology program accepts only full-time students due to the length of the program, dissertation requirements, intensive practicum requirements, and full-time internship requirement. *Students are not admitted to the PhD in School Psychology program on a part-time basis.*

Criminal History Policy and Acknowledgement

The College of Education and Human Development (COEHD) prepares educators and professionals for fields which require fieldwork, internship, practicum, service-learning, and/or clinical teaching. Placements occur in educational, clinical, health care, hospital, and/or other medical settings that require a criminal background check. The University of Texas at San Antonio is required to inform applicants of the requirements set forth by the Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105.

All COEHD prospective students in a licensure or certification program – including the PhD in School Psychology program – are required to acknowledge that they have been made aware of these requirements and that they have read the COEHD Criminal History Policy. For more information and for completing the acknowledgement from, please visit the Office of Professional Preparation, Assessment, and Accreditation in the College of Education and Human Development. (See https://education.utsa.edu/professional-preparation/field-experiences.html.)

Criminal Background Checks

PhD in School Psychology students must complete a criminal background check to work with children and families in schools and other practicum settings. As many school districts and other service settings require a criminal history review/criminal background check before allowing university students to complete field-based experiences on their campuses, the state of Texas requires that students be informed of this requirement. Thus, students must complete a brief criminal history policy acknowledgement and sign off on completion. The policy statement can be found at: https://education.utsa.edu/_documents/professional-preparation/criminal-history-policy1-7_1_2022.pdf

If a student is unable to obtain a field-based placement (e.g., practicum or internship placement) due to results of a criminal history review/criminal background check, that student will not be able to meet the PhD in School Psychology program requirements. If a student cannot complete course-required field work because of their criminal history, the student will be required to withdraw from related courses. The student may retake related courses if and when the criminal history changes, allowing them to be cleared by the school district or other practicum setting. If the offense is one that will preclude any further field work, the student will be dismissed from the PhD in School Psychology program. *Potential applicants should consider these policies when applying to the program.*

Applications from Students Transferring From Other Graduate Programs

Students attempting to transfer from other graduate programs are required to submit a complete application to the PhD in School Psychology program and must also meet all general UTSA Graduate Schools admissions criteria and the PhD in School Psychology program-specific criteria. *The application process is no different for students currently enrolled in another graduate program, whether their current program is at UTSA or another university.*

Curriculum

The program is designed for continuous full-time enrollment (9 to 12 credit hours per fall and spring semester, and 3 to 6 credit hours per summer semester). The program requires 111 credit hours, including 81 credit hours of coursework, 15 credit hours of formal practicum, 6 credit hours of doctoral internship, and 9 credit hours for the dissertation. *Due to licensure requirements and APA and NASP accreditation requirements, there are no provisions for course credit by examination, credit for professional experience, placing out of courses, accelerated advancement to candidacy, or other process by which a student can rapidly progress through the program based on any reason other than having complete equivalent graduate-level coursework (as described in the 'Transfer of Credits' section below). No undergraduate-level coursework/experience will be applied to the PhD in School Psychology program.*

The number of credit hours allocated for coursework, practicum/fieldwork, and dissertation research are comparable to other doctoral programs in school psychology and are meant to fulfill coursework, practicum, and internship requirements from APA, NASP, and the Texas State Board of Examiners of Psychologists. Thus, the program includes required coursework in multiple disciplines of psychology, professional psychology, and research, measurement, and statistics. Students also take elective courses, which provides an opportunity for students to personalize their degree plans based on professional goals and interests.

Length of Program and Residency

As articulated in the APA Standards of Accreditation for health service psychologists (https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf), students in doctoral-level programs must successfully complete:

a. a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree; and
b. at least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted; and

c. at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program.

The PhD in School Psychology program specifically requires a minimum of 3 full-time academic years of graduate study in the program at UTSA (i.e., full-time in-residence study in the UTSA PhD in School Psychology program), plus an internship prior to receiving the doctoral degree. However, most students will complete a minimum of 4 full-time academic years of graduate study in the UTSA PhD in School Psychology program, plus an internship; thus, most students will be in the program for at least 5 years. Students may graduate in 4 years if they receive transfer of credits equivalent to the credit hours for one academic year. Please note that all program requirements, *including the internship*, must be satisfactorily completed before students will be awarded the doctoral degree. Note: The UTSA PhD in School Psychology program length and residency requirements also adhere to NASP Standards for Graduate Preparation of School Psychologists (https://www.nasponline.org/x55315.xml) that are applicable to doctoral-level programs.

This program length and residency requirement permits program faculty, training staff, and supervisors the ability to execute their professional and ethical obligations to promote student development, promote socialization and peer interaction, engage in effective faculty role modeling, and support the development and assessment of student competencies. Residency also provides students with mentoring and supervision regarding their development and socialization into the profession, as well as continuous monitoring and assessment of student development through live face-to-face, in-person interaction with faculty and students.

Thus, coursework in the program is primarily offered in a face-to-face, in-person format (i.e., a majority of instruction occurs when students and instructors are present in the same physical location at the same time).

Specific Degree Requirements/Program of Study

See below for a complete list of the coursework required for the PhD in School Psychology program (i.e., the program of study'):

Course List		
Cod	Title	Credit Hours
A. Required Program Courses		93
EDP 5003	Psychological Learning Theories	3
EDP 5033	Human Development across the Lifespan	3
EDP 5303	Educational Measurement and Assessment	3
*~~EDP 5603~~ (see note below)	~~Psychology of Human Motivation~~	~~3~~
EDP 6033	Legal, Ethical and Professional Issues	3
EDP 6103	Research Methods and Statistics I	3
EDP 6203	Research Methods and Statistics II	3
EDP 6213	School Based Counseling Theories	3
EDP 6233	Mental Health Services in the Schools	3
EDP 6243	Cognitive Assessment and Intervention	3
EDP 6253	Academic Assessment and Intervention	3
EDP 6263	Behavior Assessment	3
EDP 6293	Consultation in the Schools	3

EDP 6413	Applied Regression Analysis	3
EDP 6343	Social Emotional Assessment in the Schools	3
EDP 6643	Child and Adolescent Psychopathology	3
EDP 6703	Clinical Neuropsychology	3
EDP 6733	Multicultural Assessment and Intervention	3
EDP 6833	Practicum in School Psychology (repeated for 6 credit hours [completed across two consecutive semesters])	6
~~*SPE 5403~~ (see note below)	~~Survey of Special Education~~	~~3~~
*EDP 7033 (see note below)	History and Systems of Psychology	3
EDP 7043	Systems Consultation and Prevention Science	3
EDP 7213	Supervision and Teaching in Psychology	3
EDP 7103	Multivariate Statistics	3
*EDP 7503 (or equivalent EDP 7783) (see note below)	Pediatric Biobehavioral Health Perspectives	3
*EDP 7513 (or equivalent EDP 6973) (see note below)	Affective and Social Bases of Behavior and Intervention	3
*EDP 7523 (see note below)	Evidence-Based Treatments for Children and Adolescents	3
EDP 7833	Advanced Practicum (repeated for 9 hours [completed across two consecutive semesters, plus one additional semester])	9
*~~PSY 7103 or equivalent~~ (see note below)	~~Advanced Topics in Biopsychology (or equivalent course; e.g., EDP 7783 [Special Topics – Pediatric Biobehavioral Health Perspectives])~~	~~3~~
*~~PSY 7123 or equivalent~~ (see note below)	~~Advanced Topics in Applied Social Psychology (or equivalent course; e.g., EDP 6973 [Special Issues – Affective and Social Bases of Behavior and Intervention])~~	~~3~~
EDP 7942	Doctoral Internship (repeated for 6 credit hours across three consecutive semesters, see the 'Doctoral Internship Handbook' for more information)	6
B. Electives		9
	9 semester credit hours of graduate electives (e.g., behavior analysis; bilingual school psychology; research and evaluation). Courses are selected from graduate offerings throughout the University, and students must meet prerequisites for enrollment. Students work with their advisor to select specialization areas and coursework.	9
C. Dissertation		9
EDP 7993 or EDP7991	Doctoral Dissertation (repeated for 9 hours)	
Total Credit Hours		111

Note: The UTSA Graduate Catalog is updated every two years. However, the Graduate Program Committee (GPC) of the PhD in School Psychology program may, at times, wish to make changes to the program curriculum before the next catalog revision cycle. Changes may be based on results of ongoing program evaluation, student outcomes, and overall program goal of maintaining alignment with APA and NASP standards of accreditation. Thus, at times, the curriculum presented in this handbook (see previous table) may be different than the information presented in the formal Graduate Catalog. In these instances, program faculty will advise students about differences and work with students to submit petitions so that their program of study is deemed acceptable by the Graduate School.

*At this time, the following are the differences between the recommendations in this handbook and the Graduate Catalog (indicated by * in the program of study table above):

- Additions
  - EDP 7523 (Evidence-Based Treatments for Children and Adolescents) is not listed in the Graduate Catalog as a requirement for the program of study, but it is listed in this handbook as a requirement. All students must complete EDP 7523. The Graduate Advisor of Record/Director of Clinical Training has petitioned the Graduate School to add this course as a program requirement. This will be reflected in the next revision of the Graduate Catalog.
  - EDP 7033 (History and Systems of Psychology) is not listed in the Graduate Catalog as a requirement for the program of study, but it is listed in this handbook as a requirement. All students must complete EDP 7033. The Graduate Advisor of Record/Director of Clinical Training has petitioned the Graduate School to add this course as a program requirement. This will be reflected in the next revision of the Graduate Catalog.
- Removals
  - EDP 5603 (Psychology of Human Motivation) is listed in the Graduate Catalog as a requirement for the program of study, but the Graduate Program Committee (GPC) has determined – based on ongoing program evaluation – that this course does not meet the needs of the program aims. Thus, student are advised to not take EDP 5603, and the Graduate Advisor of Record/Director of Clinical Training has petitioned the Graduate School to remove this course as a program requirement. This will be reflected in the next revision of the Graduate Catalog.
  - SPE 5403 (Survey of Special Education) is listed in the Graduate Catalog as a requirement for the program of study, but the Graduate Program Committee (GPC) has determined – based on ongoing program evaluation – that this course does not meet the needs of the program aims. Thus, student are advised to not take SPE 5403, and the Graduate Advisor of Record/Director of Clinical Training has petitioned the Graduate School to remove this course as a program requirement. This will be reflected in the next revision of the Graduate Catalog.
- Substitutions
  - PSY 7103 (Advanced Topics in Biopsychology) is being substituted with EDP 7503 (Pediatric Biobehavioral Health Perspectives) or its equivalent

EDP 7783. All students must complete EDP 7503 (or its equivalent EDP 7783) instead of PSY 7103. The Graduate Program Committee has determined that EDP 7503 better meets the program's training needs. The Graduate Advisor of Record/Director of Clinical Training has petitioned the Graduate School to substitute this course as a program requirement. This will be reflected in the next revision of the Graduate Catalog.

- PSY 7123 (Advanced Topics in Applied Social Psychology) is being substituted with EDP 7513 (Affective and Social Bases of Behavior and Intervention) or its equivalent EDP 6973. All students must complete EDP 7513 (or its equivalent EDP 6973) instead of PSY 7123. The Graduate Program Committee has determined that EDP 7513 better meets the program's training needs. The Graduate Advisor of Record/Director of Clinical Training has petitioned the Graduate School to add this course as a program requirement. This will be reflected in the next revision of the Graduate Catalog.

Distance Education and Electronically Mediated Education

The APA Commission on Accreditation (CoA) understands that the growth of technology has increased the options for how instruction can be delivered within psychology doctoral programs. Traditional methods of teaching and interaction in the same time and place are no longer the only available approach to instruction. Additionally, as noted by the APA Task Focus on Distance Education and Training in Professional Psychology (APA, 2002), it should not be assumed that distance and electronically mediated learning limit opportunities for developing professional identity.

As described in two other sections of this handbook ('Complete Distance Education Coursework in the Program' and 'Partial Distance Education Coursework in the Program'), the PhD in School Psychology program has integrated limited distance education and electronically mediated delivery formats for program instruction. However, the coursework in the program is primarily offered in a face-to-face, in-person format (i.e., a majority of instruction occurs when students and instructors are present in the same physical location at the same time) and the program meets APA residency requirements.

The CoA defines (i) distance education and (ii) electronically mediated education in the following manner, consistent with definitions from the APA Task Force on Distance Education and Training in Professional Psychology (2002), as well as definitions specified by other higher education accreditation organizations:

> **Distance education** – Defined as a formal educational process in which *the majority of the instruction occurs when student and instructor are not in the same place*. Instruction may be synchronous (students and instructors present at the same time) or asynchronous (students and instructors access materials on their own schedule). Distance education may employ correspondence study, or audio, video, or computer technologies. Distance education may make use of electronically mediated education methods (described next).
>
> **Electronically mediated education** – Covers a wide set of electronic applications and processes such as Web-based learning, computer-based learning, virtual classrooms,

and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV, and CD-ROM.

These definitions are consistent with those of the Southern Associated of Colleges and Schools (SACSCOC Policy Statement, 2020) and Texas Administrative Code (TAC), both of which UTSA and the PhD in School Psychology program are subject to and both of which define distance education as education/instruction that occurs when student and instructors are not in the same physical setting for the majority (more than 50%) of instruction.

***Identity Verification/Student Code of Conduct for Electronically Mediated Activities*:** For electronically mediated education activities – including all distance education coursework – UTSA and the PhD in School Psychology program verify students' identities by requiring a secure login and password/passcode that is unique to each student, which is an appropriate method as identified by SACSCOC (2020). Additionally, when students enroll at UTSA, they are expected to follow all provisions of the UTSA Student Code of Conduct. For electronically mediated education activities, the program emphasizes the following definitions of 'Academic Dishonesty':

- Sec. 203. C.7 – [Cheating includes] collaborating with another person, allowing someone to copy from one's work, or seeking aid from another Student during a test or other assignment without permission from the person approved by the University to administer the course or their designee
- Sec. 203. C.10 – [Cheating includes] substituting for another person, or permitting another person to substitute for one's self to take a course, or a test, or to complete a course-related assignment;
- Sec. 203. E – "Collusion" includes, but is not limited to the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on Academic Dishonesty, including disclosing and/or distributing the contents of an exam.

Notably, concerns about identity verification are not limited to distance and/or electronically mediated education, as various type of assignments completed across modalities (e.g., research papers completed for both distance and face-to-face instruction) are vulnerable to collusion and unauthorized collaboration. Thus, the standards highlighted in this section apply to all education modalities, and each student's commitment to the Student Code of Conduct serves as an important means of ensuring the integrity of graduate education. (*Note: There is no student fee associated with identity verification.*)

***Privacy in Electronically Mediated Activities*:** The program has adopted University-wide guidelines for ensuring appropriate student privacy during distance education and electronically mediated education activities. Specifically, students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless Student Disability Services has approved the student to record instruction, students are expressly prohibited from recording any part of a course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Student Disability Service accommodation.

Course instructors may record parts of distance education or electronically mediated education activities if recording will be available to all students registered for a class and if the recordings are for instructional purposes. If students do not appear in recordings or if recordings are only available to registered students within the current class (for the current semester), student

consent for recording is not required. However, if recordings will be shared with anyone outside the current class of registered students, recordings must be edited to remove any portion in which students appear (i.e., recordings must be 'de-identified') or student consent is required prior to sharing recordings.
For more information, see: https://provost.utsa.edu/academicinnovation/resources/privacy-online-recordings.html#_ga=2.170166112.1386266252.1750805387-187739971.1714402437.

***DSK and PWC Considerations for Electronically Mediated Activities*:** For Discipline-Specific Knowledge (DSK) and Profession-Wide Competencies (PWC), the program ensures that distance and electronically mediated delivered instruction formats are still leading to outcomes that are comparable to traditional face-to-face educational methods and that meet the program aims. For example, as described in the DSK and PWC sections, the program requires multiple outcomes for all DSK areas and PWC domains, which typically consist of a combination of overall course performance in addition to more specific research and/or application activities based on the specific DSK or PWC. The use of multiple (and different) measures for all PWC and DSK areas is helpful to ensuring appropriate student outcomes regardless of instruction modality. In addition, the program emphasizes field-based MLAs when appropriate (e.g., for PWC domains), which require students to demonstrate competency based on observations of supervisors across multiple field-based training experience (i.e., at least two and a half years of practicum and at least one year of internship). These experiences – and related evaluations – must be completed in-person, so they represent another comprehensive method of ensuring appropriate student learning outcomes.

Complete Distance Education Coursework in the Program

For the PhD in School Psychology program, for the Fall 2025 – Summer 2027 Graduate Catalog period, the following courses are offered in a **distance education** format (in which the majority >50%] of instruction occurs when student and instructor are not in the same place:

- EDP 5003 (Psychological Learning Theories)
  - Instruction is delivered entirely via electronically mediated education activities using both asynchronous and synchronous (i.e., 'live') education modalities.
  - *Note: This course is also offered via face-to-face modality.*
- EDP 5033 (Human Development Across the Lifespan)
  - Instruction is delivered entirely via electronically mediated education activities using both asynchronous and synchronous (i.e., 'live') education modalities.
  - *Note: This course is also offered via face-to-face modality.*
- EDP 7033 (History and Systems of Psychology)
  - Instruction is delivered entirely via electronically mediated education activities using asynchronous education modalities.

The PhD in School Psychology Graduate Program Committee has discussed the appropriateness of the distance education instructional modality for these courses and has determined that the selected modalities are appropriate to meet program aims. These courses do not include any required PWC program outcomes (see Appendix D for a list of PWC outcomes). Additionally, the course content delivered via distance format in these courses does not include applied or clinical activities (e.g., role play, assessment, intervention).

Note: As part of the PhD in School Psychology program, students complete multiple sections of EDP 7942 (Doctoral Internship in School Psychology), which is offered in a distance education format. However, internship is distinct from the residency requirement, so the internship experience can be completed in locations other than San Antonio, TX.

Partial Distance Education Coursework in the Program

For the PhD in School Psychology program, for the Fall 2025 – Summer 2027 Graduate Catalog period, the following courses are offered primarily in a 'face-to-face' format (in which the majority [>50%] of instruction occurs when student and instructor are in the same place), but these courses do make significant use of electronically mediated education, including some distance synchronous and/or asynchronous instruction:

- EDP 6703 (Clinical Neuropsychology)
  - The majority of course instruction (>50%) occurs in a face-to-face format, but the course includes some asynchronous components (e.g., online lecture videos) that have been developed with a 'flipped' course format in mind, in which distance-based instruction is designed to supplement face-to-face instruction.
- EDP 6733 (Multicultural Assessment and Intervention)
  - The majority of course instruction (>50%) occurs in a face-to-face format, but the course includes some asynchronous components (e.g., online lecture videos) that have been developed with a 'flipped' course format in mind, in which distance-based instruction is designed to supplement face-to-face instruction.

The PhD in School Psychology Graduate Program Committee has discussed the appropriateness of these instructional modalities for these courses and has determined that the selected modalities are appropriate to meet program aims. The course content delivered via distance format in these courses does not include applied activities (e.g., role play, student presentations); applied activities are completed during face-to-face course sessions. Additionally, students still have regular faculty contact and peer socialization in these courses because the majority of instruction occurs in a face-to-face format.

Elective Coursework

Elective coursework is an opportunity for students to personalize their degree plans by selecting coursework that clusters broadly into interest areas. A total of 9 credit hours (i.e., 3 courses) of elective courses is required. At present, elective coursework is readily available in areas such as behavior analysis, bilingualism and assessment, and research and evaluation, both within the Department of Educational Psychology and in other departments in the COEHD. However, elective courses may also be selected from other graduate offerings throughout the university (i.e., both within the Department of Educational Psychology and in all other departments across UTSA), as long as: (a) elective coursework is at the graduate level; (b) students meet prerequisites for elective course enrollment and attain instructor permission, when relevant; and (c) elective courses are approved by the student's advisors, indicating that they align with training program goals and/or students' professional interests.

Course of Program of Study (CPOS) Requirements

UTSA is required to follow U.S. Department of Education Title IV regulations related to the payout of federal financial aid. Course Program of Study (CPOS) is a federal requirement that mandates that only courses counting toward a student's declared program of study will be used to determine that student's eligibility for federal financial aid (i.e., federal grants, federal loans, and federal work-study). If students enroll in courses that are not required for their program of study, their financial aid may be prorated and/or canceled as required by federal regulations.

Thus, if students enroll in courses that are not listed in the PhD in School Psychology program of study, enroll in more than 9 credit hours of elective courses, and/or enroll in more than 9 dissertation credit hours, students will not be eligible for financial aid for those courses/credits. **Additionally, financial aid will be prorated based on qualifying hours (i.e., courses/hours required for the program of study and/or eligible electives). Thus, students may be ineligible for financial aid once they have met the majority of their program of study requirements. For students in this program, this typically happens during the year in which students completed the internship experience.** For more information, see https://onestop.utsa.edu/financialaid/paying/enrollment/.

Changes to Curriculum

The program Graduate Program Committee (GPC) reviews the courses that are offered and required for the PhD in School Psychology program on a regular basis. At times, the GPC may be required to revise required courses to comply with regulations for APA and NASP accreditation and to maintain alignment with the program aims. These changes can result in alterations to the required courses and program of study. **However, students should retain the requirements for their degree for the year they entered the program, as students are required to complete their degree under the program of study under which they were admitted.**

If an alteration to the program of study results in a change in course availability (e.g., a course is entirely removed from the teaching roster), the program Graduate Advisor of Record/Director of Clinical Training will provide guidance on replacements for that course for any students who continue under the program of study in which the removed course was required.

Course Descriptions

For descriptions of all courses offered by the UTSA Graduate School, see the Graduate School Catalog at https://catalog.utsa.edu/graduate/.

For descriptions of courses offered specifically by the Department of Educational Psychology (including courses in the PhD in School Psychology program of study), see https://catalog.utsa.edu/graduate/educationhumandevelopment/educationalpsychology/#courseinventory.

Individual and Cultural Diversity in the Curriculum

Individual and cultural diversity issues are addressed explicitly in specific courses (e.g., EDP 6733 [Multicultural Assessment and Intervention]), but are also discussed and reviewed in various other courses as they relate to human development, learning theories, assessment,

intervention, consultation, supervision, and research. For example, courses in human development and learning theories address the applicability or variability of theories related to different cultural groups; assessment courses examine issues of bias and differential performance patterns among different groups; intervention courses examine issues of communication, acculturation, and cultural beliefs as they pertain to building therapeutic relationships and conceptualizing pathology; and supervision courses examine the role of individual characteristics within the supervisor relationship, as well as supervision toward culturally responsive practices.

Practicum and internship experiences provide additional opportunities to understand issues pertinent to diversity by providing students opportunities to work with individuals from a range of socioeconomic, ethnic, linguistic, cultural, and other backgrounds. Furthermore, the program faculty regularly evaluates each students' progress towards developing competence in addressing individual and cultural diversity through regular evaluation of students' competencies in these areas.

The integration of individual and cultural diversity across curriculum, across practicum and internship experiences, and in regular evaluation of students' progress through the program is reflective of the program's commitment to diversity in training and in preparing students as professional psychologists that are understanding of and responsive of the needs of all individuals.

Recommended Course Sequence

The following table is an example of a 'recommended' course sequence for students who enter the PhD program with a baccalaureate degree and that have not transferred credit. The table is intended to demonstrate what matriculation through the program *may* look like.

However, each admitted student's actual course sequence will be different as: (a) some students may be able to transfer credits, (b) students will take different elective classes that are offered in different semester/years, and (c) some courses in the program of study are offered every year while others are offered every other year, resulting in changes to individual students' actual course sequence. Thus, each student's course sequence will be developed on a case-by-case basis with consultation from the student's advisor and the Graduate Advisor of Record/Director of Clinical Training.

Year 1 (30 credit hours)		
Fall	Spring	Summer
EDP 5303. Educational Measurement & Assessment (3)	EDP 6203. Research Methods & Statistics II (3)	EDP 6643. Child and Adolescent Psychopathology (3)
EDP 6033. Legal, Ethical, and Professional Issues in School Psychology (3)	EDP 6233. Mental Health Services in the Schools (3)	EDP 6703. Clinical Neuropsychology (3)
EDP 6103. Research Methods & Statistics I (3)	EDP 6243. Cognitive Assessment and Intervention (3)	

EDP 6213. School-Based Counseling Theories (3)	EDP 6253. Academic Assessment and Intervention (3)	

Year 2 (24 credit hours)		
Fall	Spring	Summer
EDP 6263. Behavior Assessment (3)	EDP 6293. Consultation in the Schools (3)	EDP 6733. Multicultural Assessment and Intervention (3)
EDP 6343. Social Emotional Assessment in the Schools (3)	EDP 6833. Practicum in School Psychology (3) (2 of 2 semesters)	
EDP 6833. Practicum in School Psychology (3) (1 of 2 semesters)	EDP 5003. Psychological Learning Theories (3)	
EDP 7523. Evidence-Based Treatments for Children and Adolescents (3)		

Year 3 (27 hours)		
Fall	Spring	Summer
EDP 5033. Human Development Across the Lifespan	EDP 6413. Applied Regression Analysis (3)	EDP 7033. History and Systems of Psychology (3)
EDP 7103. Multivariate Statistics (3)	EDP 7043. Systems Consultation and Prevention Science (3)	
EDP 7833. Advanced Practicum (3) (1 of 3 semesters)	EDP 7833. Advanced Practicum (3) (2 of 3 semesters)	
EDP 7513. Affective and Socal Bases of Behavior and Intervention (3)	EDP 7503. Pediatric Biobehavioral Health Perspectives (3)	

Year 4 (24 hours)		
Fall	Spring	Summer
EDP 7993. Doctoral Dissertation (3)	EDP 7993. Doctoral Dissertation (3)	EDP 7993. Doctoral Dissertation (3)
Elective Course (3) – 1 of 3	Elective (3) – 3 of 3	
Elective Course (3) – 2 of 3	EDP 7213: Supervision and Teaching in Psychology (3)	
EDP 7833. Advanced Practicum (3 of 3 semesters)		

Year 5 (6 credit hours)		
Fall	Spring	Summer

EDP 7942. Doctoral Internship in School Psychology (2)	EDP 7942. Doctoral Internship in School Psychology (2)	EDP 7942. Doctoral Internship in School Psychology (2)

Transfer of Credits

Previous graduate level coursework may be applied to the PhD in School Psychology program of study on a case-by-case basis through consultation with the Graduate Advisor of Record/Director of Clinical Training. Courses submitted for consideration for transfer of credits must be equivalent and/or closely related to courses in the PhD in School Psychology program. The purpose of allowing a transfer of credits is to avoid situations in which students are having to repeat courses that they have already successfully completed.

For transfer of credits requests, after consultation with the Graduate Advisor of Record/Director of Clinical Training, students must complete the 'Transfer of Graduate Credit (Doctoral)' form (available by request from the COEHD Graduate Studies staff). Students are required to provide the following information for each course to be considered for a transfer of credits:

- Course number and name
- Name of institution
- Semester taken
- Credit hours
- Equivalent grade received
- UTSA PhD in School Psychology equivalent course
- Course syllabus

That said, the majority of coursework – including 3 years of on-campus, in-residence coursework – must be completed at UTSA specifically in the PhD in School Psychology program. Additionally, from the UTSA Graduate Catalog, "Applicants with a master's degree in the field of the doctoral program of interest or related field may apply **a maximum of 30 semester credit hours** of previously earned graduate credit toward a post-baccalaureate doctoral degree program, pending approval from the Graduate Program Committee, academic College, and Dean of the Graduate School; provided the credit has not been used toward another doctoral degree." **Previous coursework submitted for transfer of credits must have been completed within the 5 years prior to the student's start of the PhD in School Psychology program.**

Note: Even if courses seem to be eligible for transfer of credits, there is no guarantee that courses will be accepted for transfer of credits. All transfer of credit requests are reviewed by the Graduate Program Committee, which may decide to support or reject each request based on a review of the course information provided and evaluation of whether the course meets program aims. ***Additionally, even if the Graduate Program Committee supports a students' transfer of credits petition, the Graduate School may still deny the transfer request. Applicants should consider this possible outcome prior to making their admission decision.***

Transfer of Credits and Required PWC/DSK Outcomes

Even if students have received a transfer of credits for specific courses, students are still required to complete program activities that are used to evaluate profession-wide competencies (PWCs) and discipline-specific knowledge (DSK) associated with those courses.

For example, students may receive a transfer of credits for EDP 6643 (Child and Adolescent Psychopathology). However, students are still required to complete the 'Developmental Case Study' research paper that is associated with that class – and which is a key program DSK outcome/MLA indicator for the program – even if students do not have to take the class because they have received a transfer of credits. In this case, completing the research paper will not result in a course grade (because students do not have to take the course), but the research paper would still be required and evaluated as it is a DSK program requirement.

A checklist of all required DSK and PWC outcomes is included in the 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook.' Students that are awarded a transfer of credits are encouraged to independently review the DSK and PWC outcomes checklists so that they are aware of all outcome requirements. Additionally, the Graduate Advisor of Record/Director of Clinical Training will inform each student about required DSK and PWC outcomes associated with any courses for which they have received a transfer of credits.

Note: Due to the nature of practicum experiences, and to their importance in the program's evaluation student outcomes, the program does not permit students to transfer credits toward any practicum experience requirements (i.e., EDP 6833, EDP 7833) or the internship requirement (i.e., EDP 7942).

Earning a Master's Degree During Course of the Doctoral Program

Students who enter the PhD program with only a baccalaureate degree are eligible to earn the MA in Applied Educational Psychology upon completion of at least 36 hours in the PhD program, recommendations from program faculty and the Associated Dean of COEHD, and admission to doctoral candidacy, which requires passing all components of the Comprehensive Qualifying Examination process. See the 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook' and the Graduate Catalog (https://catalog.utsa.edu/graduate/doctoraldegreeregulations/admissiontocandidacy/) for more information about the admission to candidacy requirement and the comprehensive qualifying examination process. Students are typically eligible to earn the master's degree – if they meet all requirements/conditions – by their 4th year in the PhD in School Psychology program.

Note: The application for the interim MA in Applied Educational Psychology degree is completed with the support of the Graduate Advisor of Record (GAR) for that degree (Ian Thacker; ian.thacker@utsa.edu). Specifically, the GAR for the MA assists students in completing the MA program of study, which is distinct from the PhD program of study.

Professional Standards and Program Curriculum Alignment

APA Standards of Accreditation for Health Services Psychologists

As articulated in the APA Standards of Accreditation for Health Service Psychologists (https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf), students in health service psychology graduate programs should acquire a general knowledge base in the field of psychology. This Discipline-Specific Knowledge (DSK) represents core scientific psychology knowledge, which serves as a foundation for attaining Profession-Wide Competencies (PSW). In this section, we describe DSK, PSW, and how the PhD in School Psychology program curriculum and key outcomes align with DSK and PSW.

Discipline-Specific Knowledge (DSK) – Discipline-specific knowledge (DSK) serves as a foundation and cornerstone to identity as a psychologist. Students are required to demonstrate knowledge in the discipline of psychology in the following four categories:

I. The history and systems of psychology
   - Knowledge associated with this category is measured/assessed primarily by successful completion (and associated activities/tasks) of an individual course.

II. Basic content areas in scientific psychology, including (a) affective, (b) biological, (c) cognitive, (d) developmental, and (e) social aspects of behavior)
   - Knowledge associated with this category is measured/assessed through both individual courses and through materials infused through multiple courses. Knowledge is also assessed through specific evaluated activities (i.e., research papers covering each of the content areas in this category embedded in EDP 7513, EDP 7503, EDP 7833 and EDP 6643).

III. Advanced integrative knowledge in scientific psychology
   - Knowledge associated with this category is measured/assessed through specific evaluated activities that are embedded in two courses (EDP 7503 EDP 7833). This entails integrating multiple discipline specific knowledge content areas in scientific psychology in case conceptualization and integrated treatment considerations.

IV. Methods of inquiry and research, including (a) research methods, (b) statistical analysis, and (c) psychometrics
   - Knowledge associated with this category is measured/assessed primarily by successful completion (and associated activities/tasks) of individual courses.

See Appendix A for the program curriculum map that indicates in what courses discipline-specific knowledge (DSK) is introduced and/or reviewed.

See Appendix B for a summary of each of the key outcome measures for each DSK area.

See the 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook' for a DSK checklist that students will use to demonstrate that they are making satisfactory progress across all DSK outcomes associated with the program.

Profession-Wide Competencies (PWC) – Trainees at all levels should develop nine broad profession-wide competencies (PWCs) as part of their preparation for practice in health service psychology. The PhD in School Psychology program prepares students for the achievement of competencies through various means, including coursework, research activities (including

activities associated with the comprehensive qualifying examination and dissertation), and practicum and internship training and experiences.

See Appendix C for the program curriculum map that indicates in what courses profession-wide competencies (PWCs) are introduced and/or reviewed.

See Appendix D for a summary of each of the key outcome measures for each PWC area.

See the 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook' for a PWC checklist that students will use to demonstrate that they are making satisfactory progress across all PWC outcomes associated with the program.

NASP Professional Standards

The NASP Model for Comprehensive and Integrated School Psychological Services (i.e., ***NASP Practice Model***; https://www.nasponline.org/x55315.xml) represents NASP's policy regarding the delivery of school psychological services. The domains represented in the NASP Practice Model are represented in the curriculum of the PhD in School Psychology program.
See Appendix E for the program curriculum map that indicates the required PhD in School Psychology program courses in which students are provided opportunities to attain knowledge, skills, and competency in each of the domains of the NASP Practice Model.

Clinical Training

As articulated in the APA Standards of Accreditation for Health Service Psychologists (https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf) and NASP Standards for Credentialing of School Psychologists (https://www.nasponline.org/x55315.xml), health service psychology – including school psychology – programs must include clinical practicum and internship training elements. The purpose of the clinical training elements is for students to develop the requisite knowledge and skills to be able to demonstrate professional competencies.

Practicum

Practicum is a field-based experience in which knowledge and skills acquired in coursework are applied in professional settings, students' professional identity is developed, and students demonstrate professional competence. Practicum is a formal experience that requires direct psychological service and supervision. The practicum experience also includes regular feedback/evaluation of student performance and close monitoring of activities to ensure that students are able to provide a breadth of services to diverse populations.

Practicum students are supervised on-site by doctoral level psychologists and/or licensed allied mental health professionals (e.g., licensed clinical social workers, licensed professional counselors, licensed school psychologists). For all practicum experiences, students are also provided on-going, weekly supervision by a program faculty member that is also a doctoral level licensed psychologist and licensed school psychologist; this ensures that – regardless of the specific license held by on-site supervisors – practicum students always receive supervision from a doctoral level psychologist.

Students are expected to accrue a minimum of 1,230 hours of field-based/practicum experience across at least three formal practicum experiences/courses (as described below), in addition to any other practicum, research, and/or field-based activities in which students participate.

See the 'Practicum Handbook' for a detailed description of the content, requirements, expectations, policies, and procedures associated with practicum in the PhD in School Psychology program. The 'Practicum Handbook' also includes all practicum-related forms that practicum students, practicum supervisors, and program faculty are responsible for completing. These forms include:

- Memorandum of Agreement – School-Based Practicum
- Memorandum of Agreement – Advanced Practicum
- Memorandum of Agreement – Supervision Practicum Experience
- Advanced Practicum Eligibility Form
- Practicum Evaluation Form – Site Supervisor(s)
- Mid-Year Review Report
- Documentation of Practicum Experience
- Summary of Information Needed for Practicum Experiences
- Example Summary of Practicum Experiences Table
- Practicum Site Evaluation Form – Student
- Alternative Advanced Practicum Setting
- Telesupervision Policy
- Alternative Advanced Practicum Sites
- Verification of Intensive School-Based Practicum Experience

See below for a summary of the major practicum experiences for the PhD in School Psychology program.

School-based Practicum

School-based Practicum (EDP 6833) is taken across two semesters (for a total of 6 credit hours), typically during the second year in the program. School practicum sites are assigned by program faculty based on existing school partnerships. School practicum sites are expected to provide appropriate learning/training experiences (e.g., assessment, consultation, counseling/intervention) and supervision. School-based practicum must consist of at least 300 clock hours per semester (total = 600 hours over the course of two semesters), equivalent to a minimum of 20 clock hours per week (on average) at the site over the course of two semesters (equivalent to one academic year). Practicum students are supervised by site supervisors who must have appropriate licensure (e.g., Licensed School Psychologist) and university faculty who also have appropriate licensure, including supervision from a faculty member that holds the Licensed Psychologist and Licensed School Psychologist credential.

The school-based practicum course meets weekly to discuss professional and ethical issues that arise in practicum settings, present case studies, review work completed, discuss assessment and intervention methods, and discuss special topics. Practicum students are evaluated by site supervisors using an evaluation form focused on profession-wide competencies. Practicum students also complete a 'problem-solving' case study to demonstrate their ability to apply a comprehensive problem-solving model to a clinical case. Practicum students must keep a detailed log of their training hours, activities, and clients served during school-based practicum; see the 'Practicum Handbook' for guidance on how to log practicum activities.

Note: Students are required to attain verification of this experience (in addition to the supervisor evaluation and documentation of experience forms) by completing the 'NASP Internship Verification Form.' This form serves as the program's verification that the intensive EDP 6833 experience is considered to be an "equivalent experience" that aligns with NASP's 'Policy on Credit for Prior Internships,' as described in NASP's 'Policies and Procedures for the Review and Accreditation of Graduate Programs in School Psychology.' Additional information about this policy is located in Appendix N of the 'Practicum Handbook.'

Supervision Practicum Experience

Students also complete formal practicum hours as part of EDP 7213 (Supervision and Teaching in Psychology). During this course, students accrue 30 hours of supervision practicum experience over the course of a semester, with approximately 2 hours per week spent in related practicum activities. Supervision practicum activities include participation in meta-supervision and co-supervision. Students participating in meta-supervision and co-supervision via this experience will receive supervision from a university faculty member supervisor.

Advanced Practicum

Students will also complete 9 credit hours (taken over the course of three semesters) of advanced practicum (EDP 7833). Advanced practicum (EDP 7833) can only be completed after students have completed school-based practicum (EDP 6833) and must include psychological service activities (e.g., assessment, intervention, consultation, and/or supervision). For advanced practicum, students must accrue a minimum of 200 hours each semester (total = 600 hours over the course of three semesters). However, given the diverse settings and professional contexts within which advanced practicum may occur, specific requirements will vary by practicum site/agency. Practicum may occur at the UTSA Psychological Assessment and Consultation Center (PACC). However, alternative advanced practicum sites may be approved by program faculty if alternative sites provide appropriate learning experiences and on-site supervision by an appropriately licensed supervisor. Advanced practicum students will be supervised by site supervisors, who must have appropriate licensure, and a university faculty member that holds the Licensed Psychologist credential. Students must keep a detailed log of their training hours, activities, and clients served during advanced practicum; see the 'Practicum Handbook' for guidance on how to log practicum activities.

Note: To provide the full breadth of the psychological intervention experience, advanced practicum students must maintain an individual psychotherapy caseload of at least two clients at a time via the Psychological Assessment and Consultation Center (PACC) if they are not providing consistent intervention services at an alternative site. To provide the full breadth of the psychological evaluation experience, advanced practicum students must also complete at least two psychological evaluation cases via the PACC if they are not providing consistent assessment services at an alternative site.

Doctoral Internship

Doctoral internship is the culminating clinical experience in which knowledge and skills acquired in coursework are applied in professional settings, students' professional identity is further developed, and students demonstrate profession-wide competence across areas associated with health service psychology. By the end of the internship experience, students are expected

to demonstrate preparedness for independent practice and eligibility for psychology licensure. Students enroll in the doctoral internship, which is taken across three consecutive semesters (2 credits hours each in the fall, spring, and summer semesters via EDP 7942, for a total of 6 credits hours).

The doctoral internship is typically completed during the fifth year of the program. The internship can be completed only when all other required coursework has been completed, except for dissertation hours which may be taken concurrently. Students are responsible for securing Internship sites with assistance from faculty to verify that the internship site meets training standards, supervision requirements, and licensure eligibility requirements. The internship must consist of a total of at least 1,750 clock hours of experience.

See the 'Doctoral Internship Handbook' for a detailed description of the content, requirements, expectations, policies, and procedures associated with internship in the PhD in School Psychology program. The 'Doctoral Internship Handbook' also includes all internship-related forms that interns, internship sites/agencies, internship supervisors, and program faculty are responsible for completing. These forms include:

- Internship Eligibility Verification Form
- Unaccredited Internship Verification Form
- Doctoral Internship Memorandum of Agreement
- Doctoral Internship Supervision Logs
- Intern Evaluation of Competencies Form (by Supervisor)
- Internship/Supervisor Evaluation Form (by Interns)
- Internship Licensure Requirements – Licensed Psychologist (Internship Not in a School Setting) – Texas
- Internship Licensure Requirements – Licensed Psychologist (Internship in a School Setting) – Texas
- Internship Licensure Requirements – Licensed Specialist in School Psychology – Texas
- Internship Credential Requirements – Nationally Certified School Psychologist (NCSP)
- Mid-Year Review Report

See below for a summary of the major doctoral internship requirements for the PhD in School Psychology program.

Students may complete internships in a variety of settings, but please note that NASP (for the Nationally Certified School Psychologist [NCSP] credential) and TSBEP (for the Licensed School Psychologist [LSP] credential) require that at least 600 hours of the doctoral internship must occur in a school setting. For many students, it is likely that all internship hours will occur in a school setting. However, students who do not complete at least 600 hours of their internship in school setting may not qualify for school psychologist licensure or certification in some states, including Texas. Thus, if students want to ensure eligibility for the school psychologist license and related credentials (e.g., NCSP), their internships must include a 600 hour school component. This may be achieved through 'consortium models' which place the intern in a school rotation for the minimum hours required for internship. See the 'Doctoral Internship Handbook' for more information.

Additionally, all internship hours must be gained in no more than two settings (school districts and internship consortiums count as one setting, even if the internship work occurs across multiple school within a district or multiple sites within the same consortium), and the internship must be completed in not less than one academic year or more than two academic years. All

Internship hours occurring in a public school setting must be supervised by a Licensed School Psychologist and Licensed Psychologist (or equivalent, if the Internship occurs in a state other than Texas) who has a minimum of three years of unsupervised experience providing psychological services in the schools. All Internship hours occurring in a non-school setting (e.g., pediatric hospital, mental health center) must be supervised by a Licensed Psychologist. All interns must be clearly designated as such in order to make transparent their status as students in training.

The internship is a full-time commitment and internship sites must be approved by program faculty, including the program Internship Training Director. Supervision is provided by on-site intern supervisors, and this supervision must include a minimum of two hours of individual face-to-face contact per week, two additional hours of supervision per week (in either an individual or group formant), and two additional hours of learning activities per week. These requirements are meant to ensure that the supervision and training are direct, deliberate, and systematic. Program faculty will closely monitor the internship experience to ensure that interns are gaining desired competencies, which will include evaluation by internship supervisors using an evaluation form that covers various profession-wide competencies. Students must keep a detailed log of their training hours, supervision, activities, and clients served during internship; see the 'Doctoral Internship Handbook' for guidance on how to log internship activities and supervision.

Note: Students in the PhD in School Psychology program are eligible and encouraged to participate in the competitive, nationwide APPIC internship match process (https://www.appic.org/Internships/Match/About-The-APPIC-Match). APPIC match participants typically apply to internship programs across multiple geographic regions. Restricting applications to specific geographic areas can significantly limit available opportunities and increase the likelihood of not matching. Students should therefore be prepared to consider internship opportunities outside the San Antonio area and to relocate if necessary to successfully obtain an internship.

Post-Doctoral Experience

Typically, after earning a doctoral degree in psychology, individuals must complete additional hours of supervised experience to qualify for licensure as a Licensed Psychologist. In Texas, for example, Licensed Psychologist applicants are required to accrue at least 1,750 hours of supervised experience after conferral of the doctoral degree, which must have been received as a provisionally licensed psychologist (rule 463.11 of the TSBEP Rules and Statutes [https://bhec.texas.gov/wp-content/uploads/2025/03/2025-March-PSY-Rulebook.pdf]). *These supervised experience hours are in addition to doctoral internship and occur after the internship has been completed and the student has attained the doctoral degree. See the board rules for updated requirements.*

Licensing boards in other states or jurisdictions have different requirements for the post-doctoral experience and for licensure requirements. Students are encouraged to familiarize themselves with all licensure rules, including rules pertaining to experiences required after the doctoral degree, for any state and/or jurisdiction in which they might pursue licensure.

Evaluation of Student Progress Through the Program

As articulated in the APA Standards of Accreditation for Health Service Psychologists (https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf) and NASP Standards for Graduate Preparation of School Psychologists (https://www.nasponline.org/x55315.xml), PhD in School Psychology students will receive, at least annually, written feedback on the extent to which they are meet the program's requirements and performance expectations. This includes an evaluation of a student's development of discipline-specific knowledge, profession-wide competencies, progress in the program, and research and scholarly activity.

See the 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook' for a detailed description of the content, requirements, expectations, policies, and procedures associated with annual evaluation of student progress towards the degree, evaluation of students' competency, comprehensive qualifying examination requirements, and admission to candidacy. The 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook' also includes all related forms that students and program faculty are responsible for completing. These forms include:

- Milestones Agreement Form
- Discipline-Specific Knowledge (DSK) Checklist
- Profession-Wide Competencies (PWC) Checklist
- Student Annual Self-Evaluation
- Annual Faculty Evaluation of Student
- Qualifying Examination Process Timeline
- Comparison Between APA Profession-Wide Competencies and NASP Domains of Practice Assessed via the School Psychology Comprehensive Practice-Model Exam
- Qualifying Exam – Written Examination Evaluation Rubric
- Qualifying Exam – Oral Examination Evaluation Rubric
- Qualifying Exam Committee Compiled Evaluations and Decision
- PhD in School Psychology Program of Study
- Assistantship Supervisor Evaluation Form
- Student Assistantship Evaluation – Response Form
- Post-Graduation Alumni Survey – 2 Year
- Post-Graduation Alumni Survey – 5 Year

See below for a summary of the major components for evaluating student progress through the program, including the annual milestones review, annual faculty evaluation of students, and use of the comprehensive qualifying examination and admission to candidacy process to also indicate student progress in the program.

Milestones Agreement Form

The Milestones Agreement Form is a university-wide requirement used to track student progress on major academic milestones needed to make satisfactory progress through the program. These milestones do not address discipline-specific knowledge or profession-wide competencies associated with professional psychology. Rather, they include milestones such as whether students have completed annual evaluations, completed the qualifying exam, applied for doctoral internship, and completed the dissertation. The Milestones Agreement Form must be completed and reviewed with the student's assigned advisor during the first semester in which the student is enrolled in the PhD in School Psychology Program (i.e., the first fall semester). Students then update their Milestones Agreement Form on an annual basis – each

spring semester – during which they are enrolled in the program. Students' assigned advisors review the updated Milestones Agreement Form each year.

Discipline-Specific Knowledge (DSK) and Profession-Wide Competencies (PWC) Checklists

The APA Commission on Accreditation requires that all trainees acquire Discipline-Specific Knowledge (DSK) as part of their preparation for practice in health service psychology, including school psychology. DSK includes: history and systems of psychology; basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, and social aspects of behavior); advanced integrative knowledge in scientific psychology; and methods of inquiry and research (i.e., research methods, statistical analysis, and psychometrics). Trainees are also required to develop certain Profession-Wide Competencies, including: (i) research, (ii) ethical and legal standards, (iii) individual and cultural diversity, (iv) professional values and attitudes, (v) communication and interpersonal skills, (vi) assessment, (vii) intervention, (viii) supervision, and (ix) consultation.

The PhD in School Psychology program has identified various required courses, course activities, activities infused through multiple courses, and other experiential activities to measure whether students are attaining knowledge and competency in each DSK and PWC area. On an annual basis, students will update their DSK Checklist and PWC Checklist, indicating which courses/experiential activities they have successfully completed. See the 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook' for detailed information regarding the DSK and PWC checklists.

Note: Information pertaining to the DSK and the PWC Checklists is also collected as a student outcome reporting requirement associated with APA accreditation for doctoral-level health service psychology programs.

Annual Evaluations

Consistent with training standards, each student will be provided with written and oral feedback – based on annual evaluations – about activities the student has engaged in over the previous academic year. Feedback will focus on: (a) progress towards professional involvement and achievement in research activities, (b) the student's academic progress and academic standing, and (c) the student's progress in each area associated with Profession-Wide Competencies (PWCs).

The annual evaluation process consists of two components. The first component is a student self-evaluation, which is submitted each year (typically during the summer semester) for which the student is enrolled in the program. The second component is a program-wide faculty evaluation of the student; this includes, in part, a review of the student's self-evaluation. Faculty evaluation feedback is provided each year by the student's assigned advisor during the fall semester following the spring semester in which the student completed the self-evaluation.

Comprehensive Qualifying Examination

The Comprehensive Qualifying Examination is intended to demonstrate the student's: (a) base of knowledge relating to professional psychology; (b) ability to critically review and integrate research literature; (c) ability to generate new research ideas that are situated in the broader

literature; (d) ability to design a study based on their research ideas; (e) ability to demonstrate knowledge of appropriate methods that align with their research questions; and (f) ability to clearly present their research ideas and reason through and respond to related questions.

The qualifying examination for the PhD in School Psychology program consists of three requirements: (i) successful completion (i.e., attaining a passing score) of the School Psychologist (5403) Praxis Exam (ii) successful completion of the written exam, which consists of an integrative analysis and interpretation of a particular body of empirical research, as well as a proposed research study that *may* serve as the foundation of the student's dissertation; and (iii) successful completion of the oral exam, which is a presentation of the integrative analysis/evaluation of the literature and the proposed research study that served as the basis for the written exam.

Students are eligible to start completing components of the Comprehensive Qualifying Examination after completing EDP 6833 (Practicum in School Psychology), which typically occurs at the end of their second year. Students need to complete all requirements of the Comprehensive Qualifying Examination be 'admitted to candidacy.'

Admission to Candidacy

'Admission to candidacy' indicates that students are able to proceed to the program's dissertation stage, which is required for students to submit the dissertation proposal and to start taking dissertation credit hours. Students must submit a formal request for admission to candidacy. A recommendation for admission to candidacy is contingent upon a student: (a) demonstrating satisfactory scholarship to date, (b) satisfactorily completing a proposed Program of Study (which indicates when the student will complete all program coursework), and (c) successfully completing all requirements of the comprehensive qualifying examination process.

Program of Study

Before admission to candidacy, the student's proposed Program of Study (i.e., coursework required for the program) is under the direction of the PhD in School Psychology Graduate Program Committee, with significant input from the student's program advisor and the Graduate Advisor of Record/Director of Clinical Training. Upon admission to candidacy and the formation of the student's dissertation committee, the program of study comes under the purview of the Dissertation Committee, which reviews the proposed program of study and recommends to the Graduate Program Committee any additional course requirements. The final program of study, as approved by the Graduate Program Committee, is then recommended to the academic College and the Graduate School for approval. Approval of the final program of study by the Graduate School is a degree requirement. All completed coursework included in the final program of study must have been taken within the preceding eight years.

The student's program of study must be updated every semester (indicating grades on all coursework completed to date). The student's program of study will be reviewed at least once per year by the program Graduate Advisor of Record/Director of Clinical Training.

General Research Expectations

The primary goal of the program is to build upon emerging knowledge and experience while emphasizing the scientist component of doctoral level training in theory, research, and

practice. Therefore, in addition to development of professional practice skills, earning a PhD entails scholarly involvement and making a contribution to the scientific base from which psychologists practice. To this end, students are expected to take a series of research and statistics courses, participate in research teams, produce research/scholarly work suitable for presentation or publication, propose the dissertation prior to internship, and successfully complete and defend the dissertation prior to graduation (as described in the next section).

Students are expected to present at regional and/or national conferences, and students are strongly encouraged to participate in research and scholarship that can lead to publication in peer-reviewed journals. Involvement in research with at least one publication or one professional conference presentation is a minimum expectation, and students are expected to participate in research before completing work on the dissertation. Students will have opportunities to complete research/scholarly work in conjunction with both core school psychology faculty and other faculty members in the department. Students may also seek research opportunities with faculty in other departments across the university, as long as research opportunities align with the program aims and do not interfere with the student's progress in the PhD in School Psychology program or graduate assistantship obligations (when applicable). The general research expectations include:

- Year 1 – Contribute to activities involved in preparing a paper/poster presentation
- Year 2 – Continue previous activities, plus participate as a co-presenter of a paper/poster at a professional event
- Year 3 – Continue previous activities, plus contribute to a research article that is submitted for publication
- Year 4 – Continue previous activities, plus complete work on the dissertation requirement

Dissertation

A dissertation is required of every doctoral candidate and must be an original contribution to scholarship, based on independent investigation. The dissertation is a culminating experience in a student's research training and is designed to demonstrate initiative, competency, and contribution to the scientific literature. The dissertation must be approved by the Dissertation Committee. During each semester or term that a student receives advice and/or assistance from a faculty member or supervision by the Dissertation Committee or uses University resources for the dissertation, students are required to enroll in an appropriate dissertation course.

There are particular requirements and procedures pertaining to all aspects of the dissertation process, including: (a) the dissertation committee membership and responsibilities, (b) benchmarks needed to formally begin dissertation work, (c) types of dissertations, (d) proposing the dissertation, (e) procedures for conducting research associated with the dissertation, (f) defending the dissertation, and (g) submitting approval of the dissertation to the Graduate School in fulfillment of degree requirements.

See the 'Dissertation Handbook' for a detailed description of these aspects of the dissertation, as well as other content, requirements, expectations, policies, and procedures associated with the dissertation in the PhD in School Psychology program. The 'Dissertation Handbook' also includes dissertation-related forms, including:

- Dissertation Process Flowchart
- Dissertation Proposal Rubric

- Dissertation Rubric
- Multiple-Essay Dissertation Format Guidelines

See below for a summary of major dissertations considerations and requirements for the PhD in School Psychology program.

Although students take the primary responsibility for their dissertation and are responsible for completing all aspects of the dissertation, students will work closely with their Dissertation Chair to develop their research idea, develop their research plan and timeline, and ensure adequate progress in completing the dissertation. Students that do not work closely with their Dissertation Chair may be delayed in completing the dissertation or may have significant difficulty meeting minimum standards for the dissertation. Thus, students should pick a topic that is: (a) both meaningful to them and that aligns with the research interests and support which their Dissertation Chair is able to provide; (b) feasible within the time frame of the program; (c) reflects the training, skills, and knowledge attained from the program; and (d) will sustain students through the long time period the dissertation requires.

Research and the preparation of the dissertation will follow a set sequence, to be reviewed in detail with the Dissertation Chair. Students should begin thinking about the dissertation, in terms of general ideas and interests, in the first and second year so that they can select a Dissertation Chair and other members to be on their Dissertation Committee. Students should then work closely with their Dissertation Chair to develop their idea and begin to work on writing the proposal during the third year in the program. *PhD students are allowed to formally start taking dissertation credits after they have attained admission to doctoral candidacy, which typically happens during the third year in the program.*

As part of the Comprehensive Qualifying Examination process (typically completed in the third year of the program), students may begin work towards their dissertation via the written and oral examination components, which *may* serve as an informal dissertation 'pre-proposal.' The qualifying examination 'pre-proposal' is comprised of both written and oral components, both of which include a general review/discussion of relevant literature, identification of problems/topics of interest, identification of possible research questions, and initial thoughts on research design to address the problem identified. This is intended to facilitate the development of the formal dissertation proposal with some early feedback from program faculty.

The dissertation proposal process – including the dissertation proposal meeting/defense – is an examination of proposed study by the Dissertation Committee as a whole. It requires the student to complete considerable work in preparing the 'foundation' for the complete dissertation. It is also a collaborative process in which potential problems in the proposal can be identified and addressed. The dissertation proposal process consists of two major components. The first is the written proposal and the second is the proposal meeting/defense. The dissertation proposal consists of the first three chapters of the dissertation: (i) Introduction/Problem Statement, (ii) Literature Review, and (iii) Method.

After students have passed the dissertation proposal, students may begin data collection and analysis and then write the final two chapters of their dissertation. The final two chapters of the dissertation include: (iv) Analysis/Results/Findings, and (v) Discussion/Conclusions/ Implications. Once the Dissertation Committee fully approves the student's complete dissertation (i.e., all five major chapter previously described) and students have satisfactorily made all revisions, students may schedule the Dissertation Defense Meeting/Final Oral Examination. The Dissertation Defense Meeting/Final Oral Examination is a formal meeting and

oral examination where students present their full study to the Dissertation Committee, academic community, and public.

A satisfactory Dissertation Defense/Final Oral Examination is required for the approval of a dissertation. Once the students passes the Dissertation Defense/Final Oral Examination, the Dissertation Committee members make an official recommendation to the COEHD and the Graduate School that the doctoral degree be awarded pending completion of all other program and university requirements. Approval must be unanimous. A student must be enrolled for dissertation credit hours during all semesters in which the students works on the dissertation and in the semester the student plans to defend the dissertation.

Dissertation Committee

See the 'Dissertation Handbook' for a detailed description of the various roles of faculty/committees (including assignment of committees) in the dissertation process. Regarding the Dissertation Committee specifically, in summary, upon completion of the comprehensive qualifying examination and admission to candidacy, and upon recommendation of the Graduate Program Committee and the COEHD, the Graduate School appoints the Dissertation Committee. Members of the Dissertation Committee should be selected based on their availability to participate in the dissertation process and their alignment with the dissertation topic. The Dissertation Committee advises the student on the research and writing of the dissertation, conducts the dissertation defense/final oral examination, and approves the dissertation. The Dissertation Chair is a member of the Dissertation Committee and serves as the primary supervisor of the dissertation, but other members of the committee are consulted as appropriate.

The committee must consist of at least four members, including the Dissertation Chair. Members of the Dissertation Committee must be members of the UTSA Graduate Faculty or be approved for Special Member status by the Graduate School. An individual outside UTSA may serve on the dissertation committee, but only after receiving Special Faculty status. Approval of a Special Faculty appointment requires the Dissertation Chair's approval, as well as approval from the Department Chair and the PhD in School Psychology Graduate Program Committee. *A majority of the dissertation committee must consist of graduate faculty or adjoint faculty in the student's program (i.e., at least 3 dissertation committee members must be core school psychology faculty in the Department of Educational Psychology).*

Licensure and Certification - Texas

Licensed School Psychologist

In Texas, professionals who provide psychological services in schools must possess the Licensed School Psychologist (LSP) credential. This license is granted by the Texas State Board of Examiners of Psychologists and requires a graduate degree with at least 60 hours of appropriate coursework (including internship), a passing score on the School Psychologist (5403) Praxis Exam administered by ETS, and a passing score on the Board's Jurisprudence Examination. As part of the licensure application process, applicants must provide documentation (e.g., course syllabi) indicating that their graduate program included particular content areas (i.e., Psychological Foundations, Research and Statistics, Educational Foundations, Assessment, Interventions, Professional Issues, and Practicum).

Note: Students are only eligible for the LSP if their doctoral internship includes at least 600 hours in a school setting. Students that do not complete at least 600 hours in a school setting as part of their internship may not be eligible for the LSP.

Licensed Psychologist

In Texas, the Texas State Board of Examiners of Psychologists also offers the Licensed Psychologist (LP) credential. The LP credential requires documentation of a doctoral degree in Psychology, a minimum score on the Examination for Professional Practice in Psychology (EPPP), a passing score on the Board's Jurisprudence Examination, and a 1,750-hour internship experience in which the student is supervised by a Licensed Psychologist. Students must also provide documentation (e.g., course syllabi) indicating that their graduate program included particular content areas and experiences. The LP also requires a supervised 'post-doctoral' experience which occurs after students have completed the program.

Nationally Certified School Psychologist

The National Association of School Psychologists (NASP) offers the Nationally Certified School Psychologist (NCSP) credential. In addition to earning a passing score on the School Psychologist (5403) Praxis Exam administered by ETS, applicants must provide documentation (e.g., course syllabi, completed course assignments and projects, supervisor evaluations) of knowledge and skills in multiple domains, and also must complete a case study demonstrating their ability to apply knowledge and skills related to assessment, intervention, and progress monitoring.

Note: Students are only eligible for the NCSP if their doctoral internship includes at least 600 hours in a school setting. Students that do not complete at least 600 hours in a school setting as part of their internship may not be eligible for the NCSP.

Program Accreditation and Program Evaluation

APA and NASP Accreditation

The UTSA PhD in School Psychology program is designed to meet APA and NASP accreditation standards. Accreditation is beneficial to program graduates because it enhances the academic reputation of the program, permits students to participate in a greater number of internship sites, and facilitates the licensure process for graduates. In addition, some states (excluding Texas) require that students graduate from APA accredited programs in order to be eligible for the Licensed Psychologist credential.

At this time, the PhD in School Psychology Program is not accredited by APA or approved by NASP. Program faculty are currently work on completing the application for APA 'accreditation, on contingency (https://accreditation.apa.org/other-statuses). After the program has attained APA accreditation, the program will then apply for NASP approval.

Program Evaluation Summary

The Doctoral Program Committee administers the doctoral program and reviews its progress on a regular and systematic basis. Each year, the Doctoral Studies Committee completes a progress report on the program which allows for the identification of strengths and weaknesses

and leads to recommendations for modifications to certain aspects of the program, if needed. Students provide important information for program evaluation via course evaluations, feedback regarding practicum and internship experiences, and interviews and surveys completed during and upon completing the program. Field-based supervisors also provide important information in their evaluations of practicum students and interns, as these evaluations are used to help the program identify areas that may need to be improved. Other sources of data used for program evaluation include: (a) students' passing rates on licensure/credentialing examinations; (b) evaluation of students' case studies and other specific coursework (e.g., research papers); (c) evaluations of students' program and outcomes progress as indicated by DSK and PWC checklists; (d) percentage of graduates obtaining relevant licensure; (e) graduates' employment rates; and (f) graduates' research/scholarly activities. Student data are collected for the purpose of both formative and summative assessment.

Once the program is accredited, student outcome and program evaluation data will also be systematically collected, summarized, and shared with APA and NASP for accreditation purposes. Additionally, student outcome and program evaluation data are used to comply with Texas Administrative Code 5.52, which requires a review of doctoral programs at least every 10 years. Criteria for the review of doctoral programs must include: (a) the characteristics of Texas public doctoral programs; (b) student retention rates; (c) student enrollment; (d) graduate licensure rates; (e) alignment of program with stated program and institutional goals and purposes; (f) program curriculum and duration in comparison to peer programs; (g) program facilities and equipment; (h) program finance and resources; (i) program administration; and (j) faculty qualifications. Finally, student outcome and program evaluation data are used to comply with evaluation requirements of the SACSCOC.

Fitness to Practice (FTP) Policy to Address Problems

Evaluation of students' development of knowledge and professional competencies will occur at annual evaluation meetings and continually throughout the program as a regular component of students' coursework. In addition to academic skills, students will be evaluated based on their ability to demonstrate professional and ethical behaviors. As articulated in the APA Standards of Accreditation for Health Service Psychologists (https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf), PhD in School Psychology students will receive guidance regarding steps to remediate any problems (when relevant) indicated via the regular evaluations completed for all students in the program. To address potential problems, the program has implemented the Fitness to Practice (FTP) policy.

The Fitness to Practice (FTP) policy applies to all students upon enrollment in the PhD in School Psychology program and remains in effect until completion of the program. *It is important to note that satisfying curricular requirements is not sufficient for completion of the program*. In addition to satisfactory completion of the academic requirements and standards of the UTSA Graduate School (delineated in the Graduate Catalog), all candidates are expected to demonstrate skills sufficient to provide psychological services to children, families, and schools. Progress in the program is a result of successful completion of university coursework *and* the demonstration of important characteristics and dispositions identified below as Fitness to Practice (FTP) standards. The FTP standards are especially important given the nature of the services provided by psychologists, and program faculty reserve the right to recommend or not recommend students' continuation in the program based on whether students demonstrate fitness to practice as outlined below.

PhD in School Psychology Program Principles

Three principles represent core values demonstrated across all levels of the UTSA PhD in School Psychology Program:

- **Principle A: Cultural and Individual Dignity:** Students must maintain an active cultural self-awareness in serving diverse communities and individuals. Personal self-awareness of values and beliefs is an important disposition that facilitates working with other group values, cultures, and experiences. Students should be able to demonstrate appreciation and respect of persons of different cultural, racial, and/or individual differences. Student efforts to understand underrepresented communities are important components of all professional contacts.

- **Principle B: Commitment to Self-Reflection:** All students are expected to be self-regulated learners. Thus, the principle of self-reflection involves deliberate self-monitoring and self-regulatory management in order to reflect on skill development, academic progress, and professional strengths and weaknesses. Students should set personal goals on a regular basis and then monitor progress towards goal attainment so that professional behaviors can be adjusted as necessary.

- **Principle C: Honesty and Integrity:** Students will demonstrate honesty and integrity in all areas of their professional development. These behaviors will be observable in how students prepare and complete assignments, maintain themselves in relationship to all professional and informal contacts, and how they operate in consultation settings. Students will also be expected to demonstrate how they respond to potentially challenging situations and ethical dilemmas.

Fitness to Practice (FTP) Standards

In addition to all curriculum requirements, students must meet the following standards to progress through the PhD in School Psychology Program:

- **Academic Excellence**: Maintenance of scholastic performance meeting or exceeding UTSA and department standards.

  Academic standards include:
  - Attendance of all classes; preparedness and punctuality are the expected norm.
  - Completion of all course assignments in a professional and timely manner.
  - Demonstration of academic integrity (i.e., refraining from dishonest behaviors such as cheating and plagiarism).
  - Demonstration of written and oral communication skills necessary to convey their ideas within both academic (e.g., in the classroom, during supervision) and professional (e.g., with children, parents, and school personnel) contexts. Written communication includes the ability to write clearly, use correct grammar and spelling, and convey ideas to a range of audiences in a way that facilitates understanding. Oral communication includes the ability to communicate effectively with other students, faculty, staff, and professionals by expressing ideas and feelings clearly and demonstrating a willingness and an ability to listen to others.

- **Acquisition and Application of Skills**: Demonstration of the acquisition of, *and ability to apply*, skills necessary to work effectively with persons and systems having diverse needs. This standard will be evaluated throughout the curriculum, but will be most directly observed in practicum and internship. Both university faculty and site-based supervisors will ensure that students demonstrate the skills necessary to work effectively as practitioners.

  These skills include (but are not limited to) the following:
  - Psychological assessment and diagnosis;
  - Individual and group intervention;
  - Consultation with teachers, parents, and other professionals;
  - Supervision;
  - Ethical decision making; and
  - Other professional activities.

- **Professionalism**: Demonstration of professionalism in interactions with others. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

  Students must demonstrate:
  - Flexibility and openness to new perspectives and ways of thinking.
  - Acceptance and openness to professional feedback and constructive coaching.
  - The ability to separate personal and professional issues when working with clients and when completing coursework.
  - The ability to build effective professional relationships with children and parents/families.
  - The ability to work collegially and productively with classmates, university faculty and staff, and personnel at field-based sites.
  - Appropriate social skills in professional and social interactions with faculty, colleagues, and clients.
  - Skills in working with culturally diverse populations.
  - Behaviors that would preclude any risk of sexual harassment, verbal and physical aggression, and sexual relationships with clients, supervisors, and faculty.
  - The ability to maintain a professional appearance when in professional contexts (e.g., field-based experiences).

- **Emotional and Mental Fitness**: Demonstration of emotional and mental fitness in their interactions with others and in completing curricular requirements. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

  Student emotional and mental fitness are demonstrated through the following behaviors:
  - Ability to deal with current life stressors through the use of appropriate mechanisms. Students will handle stress effectively by using appropriate self-care and developing appropriate, supportive relationships with colleagues, peers, and others.
  - Demonstration of the judgment, emotional health, and mental health required to function effectively as a psychologist.
  - Ability to think analytically about professional and scholarly issues.
  - Ability to self-reflect on their own learning and professional practice and competence.

- **Ethical Standards**: Students will conform to the codes of ethics of relevant professional associations in psychology (e.g., APA, NASP) in addition to the ethical and legal regulations relevant to the practice of psychology in Texas (e.g., Texas Administrative Code, Rules and Regulations of the Texas State Board of Examiners of Psychologists).

  Examples of student ethical behaviors include the following:
  - Maintenance of confidential information concerning clients unless disclosure serves professional purposes or is required by law.
  - Demonstration of self-awareness and management of the limits of their own competence.
  - Adherence to informed consent procedures prior to providing professional services.
  - Maintenance of test security of all assessment-related materials.
  - Adherence to clients' right to privacy and requirements associated with the storage of all client records.
  - Commitment to seek supervision when faced with ethical dilemmas or difficult situations.

It is the duty of faculty members in the PhD in School Psychology Program to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum and internship sites, advising, and supervision. It is expected that students will respond to reviews, formal or informal, in appropriate ways and will attempt to conform to professional standards.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program.

Fitness to Practice (FTP) Review Process

Faculty members, staff, advisors, and field supervisors will evaluate students according to the standards outlined above and in accordance with general profession-wide competencies. All faculty members may have some input into student performance or conduct.

Students may be evaluated using the Fitness to Practice (FTP) review process at any time during their program if and when, in the opinion of one or more evaluators, significant deviations from program standards have occurred. All students referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, and frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 Review. Violations of the UTSA or field-based site's code of conduct will result in immediate Formal Level 2 Review.

Levels of Review

1. Informal Review
   An informal review involves a faculty member and a student. When a faculty member has concerns about a student meeting any of the Fitness to Practice criteria, the faculty member may take any or all of the following steps as necessary:
   a. Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
   b. Advise the Department Chair and the student's Advisor of the concern(s) in order to identify potential patterns and issues related to the student.

   c. Document dates and content of meetings with students and provide a copy of forms to the Graduate Advisor of Record/Director of Clinical Training for documentation purposes.
   d. If a problem arises at a field-based site, the site supervisor may discuss concerns directly with the UTSA faculty member. The student may also be included in this meeting.

2. Formal Review: Level 1
   When a faculty member or supervisor is sufficiently concerned about a student's Fitness to Practice, they will fill out the Fitness to Practice (FTP) Review Form. These forms are to be turned in to the student's Advisor, the Graduate Advisor of Record/Director of Clinical Training, and the Department Chair.

   A conference will then be scheduled with the instructor/supervisor, the student, the student's Advisor, and the Graduate Advisor of Record/Director of Clinical Training. When possible, the conference will be mediated by a departmental faculty member who has not had the student in class. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. The remediation plan will include a reasonable timeline for the student to demonstrate adequate progress and will be signed by all parties involved. The remediation plan may continue for more than one semester, depending on the individual circumstances. If the student fails to implement the remediation plan(s) satisfactorily, they will be placed on Formal Level 2 Review.

   The Department Chair and Associate Dean of Graduate Studies for the COEHD will be informed of all Level 1 reviews.

3. Formal Review: Level 2
   If a second incident or concern is reported on the same student, the student has failed a remediation plan during the Level 1 Review, and/or the seriousness of the incident or concern warrants it, the Fitness to Practice Committee will be convened. This group (made up of at least one PhD in School Psychology core faculty member, at least one additional faculty member from the Department of Educational Psychology, the Graduate Advisor of Record/Director of Clinical Training, and chaired by the Department Chair) will meet to:
   a. Review the FTP paperwork,
   b. Interview the faculty members who have instructed the student,
   c. Interview the student, and
   d. Make a determination regarding the student's suitability to continue in the program.

   The Associate Dean of Graduate Studies for the COEHD (or the Associate Dean's designee) will be informed of all Level 2 reviews.

Appeals and Procedures Subsequent to Program Removal

Following the review of information at the Fitness to Practice Committee meeting, the Committee must make a decision and report to the student, the Graduate Advisor of Record/Director of Clinical Training, and the Associate Dean for Graduate Studies that the student: (1) should be allowed to remain in the program with or without conditions or (2) should be immediately dropped from enrollment in current courses, prevented from enrolling in subsequent courses and removed from the program.

If the decision is to allow the student to remain in the program, the Committee may place remedial conditions (e.g., a corrective plan) on the student's continuing in the program, may set time limits for meeting the conditions, or may make other recommendations.

If the student is dissatisfied with the decision of the Fitness to Practice Committee, the student may appeal to the Office of the Dean of the COEHD by submitting a written appeal to the Dean's office. This appeal must be submitted within 10 working days after receiving the decision from the Fitness to Practice Committee. The Dean (or Dean's designee) will consider the matter, and based on information submitted by the Fitness to Practice Committee, the Dean (or Dean's designee) may meet with the Fitness to Practice Committee and/or with the student. After gathering and reviewing all information, the Dean (or Dean's designee) will communicate their decision to the student in writing. The final decision will be either continuation in the program (with conditions) or dismissal from the program. The decision of the Dean (or Dean's designee) will be final.

Student Protections and Grievance Procedures

Due process related to the Fitness to Practice (FTP) policy and review procedures were previously discussed and relate primarily to concerns about the student's fitness to practice based on evaluation by faculty and other evaluators (e.g., practicum and internship supervisors). However, we recognize that in the course of their professional training, students may experience conflicts with UTSA staff, program faculty, or field-based (e.g., practicum) site-supervisors. Some conflicts may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint and associated due process. To address student complaints/grievances, the PhD in School Psychology program has implemented the following grievance policy. This policy aligns with the APA Standards of Accreditation for Health Service Psychologists (https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf), which requires development and implementation of grievance procedures for students.

First Step - Informal: As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.

Intermediate Options and Official Grievance: When conflicts/situations remain unresolved after information resolution has been attempted, students may seek guidance from UTSA faculty/staff members at the program-level, department-level, and college-level, as well as via an official grievance to UTSA as described below.

Second Step - Program: When conflicts/situations remain unresolved after the first step (informal) in the resolution process, student are encouraged to seek guidance at the program level. This includes the student's assigned advisor and the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training.

Third Step - Department: When conflicts/situations remain unresolved after the second step (program-level) in the resolution process, student are encouraged to seek guidance at the department level. This includes the Chair of the Department of Educational Psychology.

Fourth Step - College: When conflicts/situations remain unresolved after the third step (department-level) in the resolution process, student are encouraged to seek guidance at the college level. This includes the COEHD Associate Dean for Academic Programs and the University Ombuds (https://www.utsa.edu/ombuds/).

Official Grievance: The PhD in School Psychology program and UTSA aspire to resolve student grievance, complaints, and concerns fairly and amicably at the appropriate level. If conflicts/situations remained unresolved after the fourth step (college-level) in the resolution process, students may also submit an official grievance to UTSA (see https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentgrievances/).

Note: The grievance policy described above is the recommended policy and follows general standards for conflict resolution, but students may submit an official grievance to UTSA at any time.

Records of Student Complaints/Grievances

The PhD in School Psychology program will keep information and record of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program. The program will keep related records for as long as required in order to share records of complaints/grievances as part of periodic reviews of the program (e.g., periodic reviews by the APA Commission on Accreditation and NASP Program Accreditation Board). Additionally, records will be kept in a manner that further aligns with institution policy, which includes a period of 5-year period of record retention for any student grievance. Records will be maintained in a secure, confidential location that is only accessible to the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training and the Chair of the Department of Educational Psychology. Once records are stored, they will only be accessed for use in any related resolution process or in compiling reports associated with credentialing purposes.

Physical Facilities

The program and University have a variety of spaces to meet training goals and student needs. The main offices of the Department of Education Psychology are located in the Durango Building, suite 4.342. The office of the Senior Administrative Associate, Department Chair, and some technology (e.g., printers, copiers) are located in the department's main office. Additionally, the program manages that UTSA Psychological Assessment and Consultation Center (PACC). Via the PACC, students (a) access psychological assessment measures and training materials and (b) provide psychological services (under supervision) to clients. The PACC covers two office suites. The first office suite (located in the Durango Building, Room 4.228) includes the test kit/materials libraries where students check out test kits and pick up protocols, as well as the office of the PACC director. The second office suite (Room 4.226) includes four additional rooms where students can provide psychological services and access online testing materials. In the Durango Building (Rooms 2.220 and 4.118), students have access to shared student work space. Both rooms are reserved for PhD in School Psychology students to complete work, including any work associated with their roles as graduate research assistants.

At the UTSA Downtown Campus (where the Department of Educational Psychology is located), students also have access to the Downtown Library which provides a full range of library services and a variety of study spaces that students can reserve for private use. Computer labs

for student use are also located at the Downtown Library. At the UTSA Main Campus, students also have access to the Graduate Resource and Academic Development (GRAD) Space. Students can reserve rooms in the GRAD Space for private use, and the GRAD Space also offers poster printing, professional headshots, and presentation practice space for graduate students. Students also have access to the John Peace Library located at the UTSA Main Campus.

Program-Specific Training Materials and Equipment

Students have access to a 'test library' that currently includes over 90 different psychological test kits/measures across a variety of areas (e.g., cognitive tests, tests of achievement, neuropsychology tests, personality measures, adaptive behavior measures, social-emotional measures, etc.). There are sufficient test materials to meet student needs (with many 'duplicate' test kits purchased as needed) to complete assessment in a variety of domains. Test kits/measures are stored securely in the UTSA Psychological Assessment and Consultation Center (PACC). The PACC also includes access to a variety of books (e.g., test preparation books, treatment manuals, diagnostic interview books, therapy/intervention games, etc.) that students can also use. In addition, students have access to online assessment materials, as the PhD in School Psychology program has online accounts via MHS Online, Q-Global (Pearson), WPS Online Evaluation System, and PARiConnect. The PACC also has student computers with programs for completing their coursework and conducting research (e.g., NVivio, SPSS, Microsoft 365).

Notably, the PACC has a designated Director and Graduate Assistant that provides access to secure training materials and equipment, as well as clerical and technical support for students. Additionally, the PACC Director provides further support for students and is responsible for making purchase requests for materials/equipment as needed based on a regular review of the test library inventory and of program and student needs.

Assistantships and Financial Support

The Department of Educational Psychology is committed to providing support whenever possible. However, graduate assistantships, scholarships, fellowships, tuition and fee waivers, tuition and fee awards, and tuition and fee reimbursements are contingent upon current funding availability, student performance, and departmental needs.

A limited number of funding packages will be available to PhD in School Psychology students and distributed on a competitive basis. The department does not guarantee either initial or continued financial support, and some students will be admitted as self-funded students (i.e., offered admission to the PhD in School Psychology with no offer of funding). Graduate research assistantships are awarded by the Graduate Associate Dean in the College of Education and Human Development. To obtain and maintain an assistantship position, students must complete mandatory compliance training and be enrolled at least full-time in the fall or spring semesters (at least 9.0 credit hours) and at least part-time in the summer (at least 3.0 credit hours).

Please note that the assistantships are competitive and students must work the designated hours to receive compensation. Failure to do so may result in the loss of the assistantship. A student's immediate assistantship supervisor is responsible for reporting the hours students work, and students are responsible for submitting timesheets and time logs to their immediate supervisor. The reported hours must be accurate. Please know that students are reviewed on a

semester-to-semester basis for potential assistantship continuation. Assistantship continuation may be affected by academic performance, work performance, and fitness to practice. See the 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook' for more detailed information regarding assistantship continuation.

Other Sources of Financial Support

Students may apply for and receive financial assistance from grants, loans, work-study programs, and scholarships through the office of Financial Aid. All students interested in financial aid should fill out the FAFSA (Free Application for Federal Student Assistance) application. The link to this site is: http://www.fafsa.ed.gov/

Scholarships are also available to Graduate Students. Attached are links to scholarship databases:

- https://graduateschool.utsa.edu/tuition-funding/
- http://www.utsa.edu/scholarships/
- http://graduateschool.utsa.edu/current-students/coehd-gars/

Students may also be interested in the various teaching, research, and service assistantships available within the College. For example, students might teach an undergraduate course upon entry or a graduate course once a master's degree is conferred (or if students start the program, already with a master's degree). As a service assistant, students may work in a service center – such as the PACC – assisting with clinical duties. As a research assistant, students may have the opportunity to become involved in a faculty member's program of research. Assistantships and employment are available in other departments on campus as well. Grant funded assistantships will also be available and vary from year to year. Typically, assistantships are 10-19 hours per week, and involve assisting faculty with research projects and program/department administration.

Student Well-Being

UTSA utilizes an integrated approach to student physical and mental health to promote student success and wellbeing. For health support, UTSA offers medical care via Wellness 360. Services offered included primary care services, first aid, prescriptions, health screening, drug and alcohol prevention services, acute care, referral information, diagnostic procedures, and a variety of other health care services. The health care team is led by Advanced Practice Registered Nurses. Visit https://wellness360.uthealthsa.org/wellness-360-at-utsa/ for additional information, including information for scheduling an appointment.

The Wellness 360 counseling center provides short-term individual counseling, group counseling, and psychiatry. To learn more or start services, please visit https://www.utsa.edu/students/wellbeing/services/counseling.html or call 210-458-4142 and ask to schedule an in-person appointment. All of the counseling and mental health services offered by Wellness 360 are completely free for all registered UTSA students. Urgent and crisis walk-in services are available during business hours and the 24-hour crisis line can be accessed by calling 210-458-4140. Students can also access services via TimelyCare, an accessible mental health resource at UTSA. Students can download the TimelyCare app to call or chat anytime. Through the app, students can also arrange virtual appointments and on-going services. For more information, please visit https://timelycare.com/utsa/.

Other Program and Student Resources

Students in the PhD in School Psychology program have access to numerous resources to help students succeed in their graduate training, acquire and demonstrate competencies, and reach their academic and professional goals. Some of these resources are specific to PhD in School Psychology program students and/or graduate students in the College of Education and Human Development), but most are available to all graduate students at UTSA. **Some of these resources are briefly summarized/described below, but students are encouraged to see complete student resources information at:**

- https://education.utsa.edu/student/resources/
  https://www.utsa.edu/techsolutions/students/
- https://www.utsa.edu/students/
- https://graduateschool.utsa.edu/student/
- https://graduateschool.utsa.edu/gps/

Psychological Assessment and Consultation Center

As previously noted, the Psychological Assessment and Consultation Center (PACC) is an important learning resource for students. Located in Durango Building Suite 4.228 and Suite 4.226, the PACC houses all of the assessment instruments used in the program's training, and also contains resources to facilitate students' learning of assessment such as computers with scoring and interpretive software programs, training rooms where students can practice test administration, equipment for recording practice administrations, and a library that includes references related to assessment in addition to multimedia materials related to intervention, consultation, and research/statistics.

Professional Organizations

Students are strongly encouraged to join professional organizations in psychology, such as the American Psychological Association, Division 16 of the American Psychological Association, the National Association of School Psychologists, and the Texas Association of School Psychologists. These organizations provide important opportunities for students to contribute to the field, collaborate with other students and practitioners from across the state and nation, and access research and other resources that guide the profession. Annual conventions hosted by these organizations also provide professional development opportunities, which are critical to updating knowledge and maintaining professional competence. Students also are encouraged to join and participate in the UTSA School Psychology Graduate Student Organization (SPGSO).

UTSA Libraries

The UTSA libraries offer a full spectrum of resources and support for students and they have made it easy for students to find what they need. In addition to a selection of over a million titles, the UTSA Library provides research support, reference assistance, and instructional services. Library staff also are available to meet with students to help with research and literature reviews, and sometimes offer workshops on such topics as writing using APA format and general research skills. Students can use a chat function to talk to a live librarian to get help with research at the UTSA campus and within the UT system.

Through the UCAT system students can search for books, journals, and other materials. The online Database and Article Locator makes searching for needed journal articles simple and available after hours. The School Psychology program is supported by many of the indexing and abstracting services and full-text/full-image electronic databases and journal collections licensed by the Library. In the last several years, the Library has greatly expanded its collection of electronic indexes, databases, and journal collections. The Libraries provide access to databases across all areas of education, such as *ERIC*, *Education Full Text*, and *Education: a Sage Full-Text Collection*. Psychology resources include APA databases *PsycINFO*, *PsycARTICLES*, *PsycBooks*, *PsycExtra*, and *PsychTHERAPY*, as well as *Psychology: a Sage Full-Text Collection*, *Psychology Database*, *Psychiatry Online*, *the DSM Library*, and *Psychology and Behavioral Sciences Collection*. Online access to assessment materials is provided through the databases *Mental Measurements Yearbook with Tests in Print* and *PsycTests*.

The UTSA Library participates in a variety of cooperative library agreements at the local, regional, national, and international levels. These agreements serve to broaden the base of resources available to the University's faculty, staff, and students. For example, the UTSA Library is a member of the Center for Research Libraries. As such, UTSA faculty, staff, and students have access to the more than 5 million unique and rare materials held by the Center. The Council of Research and Academic Libraries (CORAL) is a consortium of 29 San Antonio area libraries, including all local colleges and universities as well as a number of specialized institutions. Membership enables all University faculty, staff, and students to use the collections of other member institutions at no charge. Local libraries with holdings of particular interest to the School Psychology program include the University of Texas Health Science Center at San Antonio Library, which is a member of CORAL. The Library also utilizes interlibrary loan arrangements to borrow or have copies made of material requested by faculty and students. The interlibrary loan system is used to locate materials throughout the world. The TexShare program enables the Library to utilize expedited interlibrary services among TexShare libraries. Ariel software and scanning equipment enables TexShare libraries to digitize and deliver documents electronically among themselves while Texpress, the statewide courier service, provides free document delivery services to faculty and graduate students for research materials not owned by or accessible within the Library.

The UTSA Libraries are found at the Main Campus and Downtown Campus locations and work together to serve students on both campuses equally. At the Main Campus library (the John Peace Library), students have access to the majority of the library's books, computers, and staff. The Downtown Library is smaller than the John Peace Library, but offers a multitude of titles, periodicals, and references. It is located on the second floor of the Buena Vista Building and provides private study rooms, a graduate-only study room, various study and meeting areas, as well as computers and access to many staff.

Another helpful resource is the department's subject librarian, Rachel Cannady (rachel.cannady@utsa.edu). Rachel can help students find appropriate journal articles, books, and databases for course assignments and research requirements. She also has created a Research Guide for the department: http://libguides.utsa.edu/edpsych

UTSA Computer Labs

The Main Campus has multiple computer labs, including labs in the Business Building (BB 2.01.20) and in the Multidisciplinary Studies Building (MS 1.03.06). At the Downtown Campus, a computer lab is located in the Frio Street Building (FS 2.400) and also offers classrooms, private use areas, and study spaces. Also, these labs provide software such as Microsoft Office, SPSS,

NVivo, and research databases associated with the general library services (as previously described). Students can see a complete list of hours at the Student Computing Services website: http://www.utsa.edu/oit/StudentServices/ComputersAndSoftware/Hours.html

Tomás Rivera Center

The Tomás Rivera Center (TRC) offers a variety of programs to meet students' individual learning assistance needs. Academic Coaches are available for personal appointments to help students identify academic strengths and to assist students in building effective study skills. Program services are specialized for the needs of graduate students. The TRC offers Graduate Student Learner Series Workshops, with such topics as tools for graduate student success, synthesizing research, presentation skills, and strategies for publishing research.

Furthermore, the TRC offers a specific program just for graduate students called Graduate Student Learning Assistance. This program assists UTSA graduate students in achieving academic success at all levels, including beginning students, international students, doctoral students, and those working on their thesis or dissertation.
(from https://www.utsa.edu/trcss/)

The TRC also offers Writing Institutes during the spring and summer to aid students in completing large writing projects such as a major research paper. They cover topics such as grammar, research, citations, transitions, and structure. They also give students focused writing time and one-on-one writing consultations. The TRC also offers many online resources to support student learning.

The Graduate School

The UTSA Graduate School (https://graduateschool.utsa.edu/) offers an Academic and Professional Development Workshop Series for all graduate students at UTSA. Workshop topics include financial aid for graduate students, ethics in research, public speaking, graduate writing skills, grant writing, resume development, and interview preparation. The Graduate School also offers information via a regularly published graduate school newsletter, dissertation support, dedicated graduate student space, support for the annual review process, and other general academic resources. Students are encouraged to take advantage of these opportunities.

The Writing Center

The Judith G. Gardner Center for Writing Excellence (https://www.utsa.edu/twc/) offers writing tutors at both the Main and Downtown campuses. These services are available by walk-in or appointment; for appointments, students are advised to call (210) 458-6086. On the Main Campus, tutoring services are located in the Humanities and Social Sciences Building (HSS) and in the John Peace Library. On the Downtown Campus, tutoring services are located in the Frio Street Building and in the Downtown Library. The Center also has a computer lab available seven days a week in the HSS.

Nondiscrimination Policy

The PhD in School Psychology program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing

significant and disproportionate burdens on the basis of the personal and demographic characteristics. To this end, the program adheres to the university's policies to provide an environment that provides equal opportunity to all members of the university community and prohibits unlawful discrimination. Related policies include:

Rules and Regulations of the Board of Regents

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by The University of Texas System or any of its institutions on the basis of race, color, sex, religion, national origin, age, disability, citizenship, and veteran status. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy (Rules and Regulations of the Board of Regents, Series 10000, Rule 10701, Sec. 1; UTSA Handbook of Operating Procedures, Chapter 9, § 9.01; UTSA Student Policies, and the Student Code of Conduct). Students can notify the University of any violations of these policies by contacting Student Conduct and Community Standards or the Office of Equal Opportunity Services. (https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/rulesandregulations/)

UTSA Nondiscrimination Policy

Maintaining and cultivating an environment free of unlawful discrimination enhances the educational and working experience for all members of the UTSA community, and advances the university's mission. This policy furthers an educational and working environment that provides equal opportunity to all members of the UTSA Community. In accordance with state and federal laws, statutes and regulations, UTSA prohibits unlawful discrimination on the basis of race, color, sex (including pregnancy), religion, national origin, age, disability, veteran status, genetic information, gender identity, gender expression, and sexual orientation in all aspects of employment and education. (https://www.utsa.edu/hop/chapter9/9.01.html)

Students with Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the PhD in School Psychology program. A student with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. At the same time, students must demonstrate the motor and sensory abilities to attend and participate in class, complete class assignments effectively (e.g., administering psychological tests under standardized conditions), and successfully complete practicum and internship placements, with or without accommodations as recommended by the Office of Disability Services.

Any student with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. A Department of Educational Psychology ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including the Office of Disability Services), and periodic checks between the committee and the student are appropriate courses of action in

making accommodations. See https://www.utsa.edu/disability/index.html for more information about Student Disability Services.

Additional Resources

Information about additional resources for graduate students (e.g., Student Counseling Services, Student Health Services, University Career Center, Student Activities, Veterans Affairs Office, Recreation Center, etc.) can be found through the Office of Student Affairs at: https://www.utsa.edu/students/

General Academic Policies

Academic Advisement

Advising information will be posted on the departmental website and distributed through UTSA email accounts. Students are responsible for becoming familiar with university and program requirements and for meeting degree requirements, following policies and procedures, and meeting all deadlines. Students should examine the Graduate Catalog, the program handbooks, and the Educational Psychology department website to learn more about program policies, procedures, and deadlines.

Students needing general advising should contact the department Senior Program Manager and Assistant Director For Graduate Student Success (COEHDGraduateStudies@utsa.edu). The COEHD Graduate Studies staff can clarify questions related to admissions and other academic issues (e.g., degree requirements, policies and procedures, applications for practicum and internship, petitions for reinstatement, course transfer information, and other academic advising issues). Each student is also assigned an academic advisor upon admission. Students should contact their assigned program advisor for individual program of study questions, graduate assistantship inquiries, and/or for specific program and professional issues. Please keep in mind that faculty members work on a nine-month contract, and are not always available during regular business hours and may not be available after final examinations, between semesters, and during the summer sessions.

Repeating Courses

Courses designated “may be repeated for credit” in the catalog may be repeated with repeated semester credit hours and grade points earned being counted towards the degree plan. This is a specific requirement for EDP 6833 (Practicum in School Psychology), EDP 7833 (Advanced Practicum), and EDP 7943 (Doctorial Internship in School Psychology)

Otherwise, students at the graduate level may not elect to repeat courses for the purpose of raising a grade. However, upon the recommendation of the appropriate Graduate Program Committee, the course may be repeated; in such cases, both grades in the course appear on the transcript and both are counted in the student’s grade point average. Only semester credit hours for the repeated course may be counted toward the degree.

Academic Standing

A student's academic standing, whether the student is a doctoral student, a graduate degree-seeking student, a special graduate student, or a non-degree-seeking graduate student, is defined as good standing, academic probation, or academic dismissal.

- **Good Standing** – Good standing is the absence of any contingency that would result in the student's being on academic probation or academic dismissal. For the PhD in School Psychology program, no courses with the grade of "C" will be accepted toward the degree. Those who obtain a grade of "C" will be put on probation, and students must re-take courses in which they attained a grade of "C.". Further, students must earn at least a grade of B in their Practicum and Internship courses in order to continue in the program.

- **Academic Probation** – Academic probation describes the standing of a student at the graduate level who is in one of the following categories:
    1. A student who fails to achieve a grade point average in any term at UTSA of 3.0 or higher, irrespective of level of courses taken.
    2. A student who received a grade of "D" in any course in a term.
    3. A student who does not meet all requirements for unconditional or regular admission and who, by special action, is admitted on academic probation.
    4. A student who has been reinstated following academic dismissal.

    To graduate, all graduate students must have a grade point average of at least a 3.0 (on a 4.0 scale). Academic probation is cleared only when none of the above criteria apply and when the student achieves an overall grade point average of 3.0 as a graduate student at UTSA. Students on academic probation are encouraged to discuss their status with their academic advisors.

- **Academic Dismissal** – Academic dismissal occurs:
    1. When a student at the graduate level earns a grade point average of less than 2.0 in any term.
    2. When a student at the graduate level earns a grade of "F" in any course.
    3. When a student at the graduate level is admitted on probation with conditions and fails to meet a condition.
    4. When a student at the graduate level, who is on academic probation during a term would again be placed on academic probation under the provisions of academic probation set forth above. If, however, the student's UTSA grade point average for the term is at least 3.0, he or she will continue on academic probation.

Graduate Reinstatement

A student who has been dismissed academically may petition for reinstatement after one long semester has elapsed from date of dismissal. Under exceptional circumstances, a petition may be considered earlier. A letter containing all explanations, recommendations, or doctors' statements in support of the student's request for reinstatement should be submitted to the Dean of the Graduate School on or before June 15 for Fall Semesters, October 15 for Spring Semesters, or March 15 for Summer Semesters.

The Graduate School prepares the petition for reinstatement and submits it to the Department's Graduate Program Committee. The Graduate Program Committee will review the petitioner's letter and academic record and make a recommendation concerning reinstatement to the Dean of the Graduate School. If the Petition for Reinstatement is disapproved, the student may not file another petition until the following semester. For more information, see https://graduateschool.utsa.edu/student/petition-for-reinstatement.html.

Dropping Courses

Students may drop courses from their schedules for a limited time each semester. The online registration calendar for each semester indicates the deadlines for students to drop courses each term. Courses officially dropped before the Census Date do not appear on a student's transcript. See the online registration calendar each semester for Census Dates.

Students who drop courses between the Census Date and the Automatic "W" Date have a record of the courses on their transcripts with an automatic grade of "W." See the online registration calendar for the Automatic "W" Date. The change becomes official after it is processed by the Office of the Registrar.

It is the student's responsibility to drop a course by the appropriate deadline. If a student fails to drop a course, even if the student does not attend the course, he or she will receive a grade of "F" in the class. Faculty and staff will not drop a student from a course automatically for nonattendance. The student must initiate the process and complete any necessary steps to ensure that the class is dropped.

Under certain circumstances, students may be dropped from courses administratively by college deans. Students who do not meet course prerequisites or who fail to attend a course prior to Census Date may be dropped from courses. If a dean determines that a student should be dropped from a course for these or other documented circumstances, the student will be notified by the college overseeing the course. Students cannot assume that they will be automatically dropped from any class for failure to attend or failure to pay tuition and fees. Students are still responsible for dropping courses by the official deadline or they will receive a grade of "F" in the class. Students are responsible for checking their schedules on ASAP and for checking their official UTSA email accounts to determine if they have been dropped from class.

After the Automatic "W" Date, a student may not drop a course except with the approval of the Dean of the college in which the course is offered and then only for urgent and substantiated, nonacademic reasons. Students who want to drop all classes after the semester begins should refer to the section "Withdrawal from the University". For more information, see https://catalog.utsa.edu/policies/generalacademicregulations/registration/droppingcourses/.

Incomplete

The grade "Incomplete" is given by an instructor to indicate that some part of the work of a student in a course has, for good reason, not been completed, while the remainder of the student's work in the course was satisfactorily completed. The Incomplete allows a student to complete the course without repeating it. In order to remove a grade of incomplete in a class, a student cannot re-take the course; the original class where the incomplete grade was received must be completed with a grade. A grade of Incomplete may not be assigned when a definite

grade can be given for the work done. The student must have been in attendance at least three-fourths of the semester to receive a grade of incomplete. In graduate courses, incomplete work must be made up no later than the end of the final examination period one year from the semester the Incomplete was received and before the student's graduation. If the work is not completed within this time, the incomplete is automatically changed to a grade of "F." For more information, see https://onestop.utsa.edu/registration/student-records/grades/.

Withdrawal from the University

Continuing students who wish to withdraw (drop all courses for which they are enrolled during a specific semester) from the University before the first class day of the Fall or Spring Semester may do so via ASAP. Students who wish to withdraw from the University before the start of Summer classes may withdraw via ASAP through the Friday prior to the start of the May Mini-mester. All other Summer withdrawals must be completed as stated in the following paragraph.

Students who find it necessary to withdraw (drop all courses for which they are enrolled during a specific term) from the University after the term begins must complete a Withdrawal Form. Students may not withdraw from the University later than the third class day preceding final examinations in the Spring and Fall Semesters. Students who officially withdraw from the University after Census Date receive grades of "W" in all classes.

Students who withdraw from all classes are subject to the University's academic probation and dismissal regulations. Students withdrawing should refer to the regulations on refunds of tuition and fees, readmission policies, and requirements for maintaining registration. For more information, see https://onestop.utsa.edu/registration/register/drop-withdraw/.

Medical and/or Mental Health Withdrawal from the University

Students who encounter a significant, unforeseeable, and/or highly unusual challenge related to medical or mental health issues, which makes the student unable to effectively participate in their educational program, may withdraw from classes (or in extremely rare circumstances, reduce their course loads) at the University without excessive or unnecessary financial and/or academic penalty. A Medical or Mental Health (M/MH) Withdrawal from the University should be used only when no other options are available to the student. Such withdrawals can be granted only for the current semester or the semester immediately preceding the current semester; no other "retroactive" withdrawals are allowed.

Students should refer to the Academic Calendar for the established withdrawal and drop dates. Students affected by the six-drop limit policy who find it necessary to drop some of their courses but not withdraw entirely from the University may petition to have the dropped courses exempted from the six-drop limit (see section "Six-Drop Policy" in this chapter). A student granted a M/MH Withdrawal or course load reduction will be assigned grades of "W" in the affected courses, unless the effective date of the withdrawal or course load reduction is on or before Census Date, in which case no record of the courses appears on the student's transcript.

This option should be used only when there is a significant medical or mental health issue which requires the student's withdrawal. Students will normally be limited to one M/MH Withdrawal during their academic career at UTSA, unless given special approval by the Dean of the Graduate School. Furthermore, any challenges a student may face as a result of their issues will be identified by the appropriate Service Director (Director of Student Health Services for a

medical health issue, the Director of Counseling Services for a mental health issue, or their respective designees) during the withdrawal process and recommendations will be provided to the student in an effort to ensure the student is able to continue their academic pursuits without further interference once they decide and are permitted to return to UTSA. For more information, see https://www.utsa.edu/students/wellbeing/services/withdrawal.html.

Academic Honesty

Ethical Standards – The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate, or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur. Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in Appendix B, Sec. 203, of the Information Bulletin.

Students are not at liberty to disregard previous college work attempted. All students transferring to UTSA *must list all* colleges attended on their UTSA application for admission. While enrolled at UTSA, students who attend other colleges are required to submit official academic transcripts to Graduate Admissions from every college attended at the end of the semester during which coursework was taken, even if coursework had been withdrawn. This includes concurrent enrollment while attending UTSA. Failure to do so may result in the rejection of the admission application, withdrawal of any offer of acceptance, cancellation of enrollment, permanent dismissal from UTSA, or other appropriate disciplinary action.

Fraudulent Degrees – Under Chapter 61, Subchapter G, of the Texas Education Code, it is illegal to use a fraudulent or substandard degree for gaining admission into an educational program, presenting oneself to the public as an expert, gaining employment or promotion, or gaining a governmental position with authority over others. Violation of this subchapter is a misdemeanor and falls under the Deceptive Trade Practices Act.

Reporting of Grades

Grades are posted to students' ASAP accounts at the end of every semester. The due date for grades is posted on the ASAP semester schedule and varies each term. **It is a violation of federal privacy laws for grades to be reported via phone or e-mail.** Therefore, graduate students are respectfully asked not to contact the Student Development Specialist (SDS) or the department staff to inquire about their final grades. The SDS is happy to answer any questions students may have regarding Academic Standing or GPA calculation.

Academic and Grade Grievance Procedure

In resolving any student grievance regarding grades, evaluations or other academically-related concern or incident regarding a faculty member, the student must first make a serious effort to resolve the matter with the faculty member with whom the grievance originated. It is UTSA

policy that individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment regarding grades and evaluations is final unless compelling evidence shows discrimination, differential treatment, factual mistake, or violation of a relevant UTSA policy. In resolving a student grievance regarding other academically-related issues involving a faculty member, the student must follow the same process as used when grieving a grade or evaluation. If the matter is not resolved, the student may file a formal grievance, in writing, with the Department Chair (Academic and Grade Grievance Form).

The student must file the grievance with the Department Chair within 90 calendar days from the end of the semester in which the grade was assigned or the other concern or incident occurred.

The Department Chair will communicate their decision to the student and forward a copy to the Dean of the College. The student may appeal the decision to the Dean of the College and then, if an undergraduate student, to the Senior Vice Provost of Academic Affairs and Dean of University College, and if a graduate student, to the Dean of the Graduate School. These appeals to the next higher level must be submitted on the Student Academic and Grade Grievance Form and submitted within thirty (30) calendar days of the decision of the previous administrative level. The decisions of the Senior Vice Provost of Academic Affairs and Dean of University College and the Dean of the Graduate School are final. The administrator handling the appeal at each level will notify individuals involved, including those who have already ruled on the appeal, once a decision has been rendered.

For an allegation of discrimination or if a grade appeal contains an allegation of discrimination, the faculty member or Department Chair must notify the student to contact the Equal Opportunity Services (EOS) office and the administrator must also contact EOS to report the student's claim. The student may simultaneously file a discrimination complaint with the EOS office. If there is a foundation for the discrimination complaint, EOS will notify the appropriate administrator to place the academic and grade grievance on hold until an investigation has been completed. Once the investigation has been completed, EOS will notify the student and the administrator of the outcome. Based upon the outcome, the academic and grade grievance review process will continue or be closed. *Under no circumstances will grades be changed after one calendar year.*

Student Code of Conduct

By enrolling at The University of Texas at San Antonio (UTSA), a student neither loses the rights nor escapes the responsibilities of citizenship. All students are expected to obey federal, state, and local laws, the Rules and Regulations of the Board of Regents of The University of Texas System; the rules and regulations of UTSA; and directives issued by a UTSA administrative official in the course of their duties. A student who enrolls at UTSA is charged with the obligation to conduct themselves in a manner compatible with UTSA's function as an educational institution; consequently, conduct which interferes with the use or utilization of UTSA facilities by other persons may be sanctioned regardless of whether such conduct is specifically proscribed by the provisions of the *Student Code of Conduct*. For detailed information, see https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/.

University and Program Policies and Procedures References

See Appendix F for a reference list of *major* UTSA and PhD in School Program policies and procedures related to: admissions; program degree requirements; administrative and financial assistance; student evaluation, advisement, and retention/termination decisions; grievance procedures; student rights and responsibilities; and nondiscrimination policies.

Note: The policies and procedures of the University (e.g., UTSA Handbook of Operating Procedure; UTSA Graduate Catalog; UTSA Student Code of Conduct) are considered to be authoritative policies and procedures. If there appear to be differences in UTSA policies/procedures and the policies/procedures implemented by the program, the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training will work to address any possible inconsistencies and to support student needs and progress through the program.

Additional Program Handbooks and Procedures

Students are encouraged to review the following program handbooks for additional program information, policies, procedures, and forms:

- ☐ Practicum Handbook
- ☐ Doctoral Internship Handbook
- ☐ Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook
- ☐ Dissertation Handbook

UT San Antonio™

Appendix A. APA Discipline-Specific Knowledge (DSK) – Program Curriculum Map

Discipline-Specific Knowledge (page 1 of 2)														
	EDP 6033: Legal, Ethical and Professional Issues in School Psychology	EDP 6103: Research Methods & Statistics I	EDP 6213: School-Based Counseling Theories	EDP 5303: Educational Measurement and Assessment	EDP 6243: Cognitive Assessment & Intervention	EDP 6203: Research Methods & Statistics II	EDP 6233: Mental Health Services in the Schools	EDP 6253: Academic Assessment & Intervention	EDP 6643: Child and Adolescent Psychopathology	EDP 7033: History and Systems of Psychology	EDP 6263: Behavioral Assessment & Intervention	EDP 6343: Social Emotional Assessment in the Schools	EDP 6833: Practicum in School Psychology	EDP 7513: Affective and Social Bases of Beh.
I. History and Systems of Psychology	I									I, R, A				
II. Affective Aspects of Behavior			I, R, A						I, R, A			R, A		I, R, A
III. Biological Aspects of Behavior			I						I, R, A					
IV. Cognitive Aspects of Behavior			I, R, A		I, R, A				R, A			R		R
V. Developmental Aspects of Behavior			I, R						I, R		R	R		
VI. Social Aspects of Behavior											I, R			I, R, A
VII. Advanced Integrative Knowledge														
VIII. Research Methods		I, R, A				R, A,								
IX. Statistical Analysis		I, R, A				R, A								
X. Psychometrics		I, R, A		I, R, A		R, A								

Note: Excludes elective courses; I = Topic is 'Introduced'; R = Topic is 'Reviewed'; A = Topic is 'Assessed.'

Discipline-Specific Knowledge (page 2 of 2)														
	EDP 6293: Consultation in the Schools	EDP 7523: Evidence-Based Treatments	EDP 7503: Pediatric Biobehavioral Health	EDP 6733: Multicultural Assessment & Intervention	EDP 6703: Clinical Neuropsychology	EDP 7833: Advanced Practicum	EDP 6413: Applied Regression Analysis	EDP 7103: Multivariate Statistics	EDP 5033: Human Development Across the Lifespan	EDP 7213: Supervision & Teaching in Psychology	EDP 5003: Psychological Learning Theories	EDP 7043: Systems Consultation & Prevention Science	EDP 7993: Doctoral Dissertation	EDP 7943: Doctoral Internship in School Psychology
I. History and Systems of Psychology														
II. Affective Aspects of Behavior		R		R	R									
III. Biological Aspects of Behavior			I, R, A		I, R, A									
IV. Cognitive Aspects of Behavior		R			I, R, A	I, R, A (Fall, Spring)					I, R, A			
V. Developmental Aspects of Behavior				R					I, R, A					
VI. Social Aspects of Behavior	R	R		R							R			
VII. Advanced Integrative Knowledge			R, A			R, A (Spring)								
VIII. Research Methods														
IX. Statistical Analysis							I, R, A	I, R, A						
X. Psychometrics														

Note: Excludes elective courses; I = Topic is ‘Introduced’; R = Topic is ‘Reviewed’; A = Topic is ‘Assessed.’

Appendix B. APA Discipline-Specific Knowledge (DSK) – Key Outcome Measures

DSK Area	Outcome Measure
History and Systems of Psychology	EDP 7033 (History and Systems) course passed
History and Systems of Psychology	Students write a 'Research Interest/Reflection Paper' that integrates a personal interest within the history of psychology, which is completed in EDP 7033
Affective Aspects of Behavior	'Affective Aspects of Behavior Exam' from EDP 7513 (Affective and Social Bases of Behavior and Intervention) – this is a comprehensive exam focused exclusively on content related to affective aspects
Affective Aspects of Behavior	'Affective Aspects Case Study' paper from EDP 7513 (Affective and Social Bases of Behavior and Intervention), which requires student to demonstrate related knowledge by reviewing a clinical case study
Biological Aspects of Behavior	EDP 7503 (Pediatric Biobehavioral Health Perspectives) course passed
Biological Aspects of Behavior	EDP 6703 (Clinical Neuropsychology) course passed
Biological Aspects of Behavior	'Biological Aspects Case Study' paper from EDP 7503 (Pediatric Biobehavioral Health Perspectives), which requires student to demonstrate related knowledge by reviewing a clinical case study
Cognitive Aspects of Behavior	EDP 6703 (Clinical Neuropsychology) course passed
Cognitive Aspects of Behavior	EDP 6243 (Cognitive Assessment and Intervention) course passed
Cognitive Aspects of Behavior	'Cognitive Aspects Case Study' paper from EDP 7833 (Advanced Practicum), which requires student to demonstrate related knowledge by reviewing a clinical case study
Cognitive Aspects of Behavior	'Cognitive Aspects of Behavior Exam' from EDP 7833 (Advanced Practicum) – this is a comprehensive exam focused exclusively on content related to cognitive aspects
Developmental Aspects of Behavior	EDP 5033 (Human Development Across the Lifespan) course passed
Developmental Aspects of Behavior	'Developmental Aspects Case Study' paper from EDP 6643 (Child and Adolescent Psychopathology), which requires student to demonstrate related knowledge by reviewing a clinical case study

Social Aspects of Behavior	'Social Aspects of Behavior Exam' from EDP 7513 (Affective and Social Bases of Behavior and Intervention), this is a comprehensive exam focused exclusively on content related to social aspects
Social Aspects of Behavior	'Social Aspects Case Study' paper from EDP 7513 (Affective and Social Bases of Behavior and Intervention), which requires students to demonstrate related knowledge by reviewing a clinical case study
Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas	'Integrating Biological-Social Perspectives in Mental Health' research paper from EDP 7503 (Pediatric Biobehavioral Health Perspectives) – students are required to integrate knowledge of biological and social aspects of behavior, including integration of both aspects within an intervention model
Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas	'Integrating Affective-Cognitive Perspectives in Mental Health' research paper from EDP 7833 (Advanced Practicum) – students are required to integrate knowledge of affective and cognitive aspects of behavior, including integration of both aspects within an intervention model
Research Methods	EDP 6103 (Research Methods and Statistics I) course passed
Research Methods	EDP 6203 (Research Methods and Statistics II) course passed
Research Methods	Completion of dissertation proposal defended, which demonstrates knowledge and identification of appropriate research methods
Statistical Analysis	EDP 6413 (Applied Regression Analysis) course passed
Statistical Analysis	EDP 7103 (Multivariate Statistics) course passed
Statistical Analysis	Completion of dissertation demonstrating appropriate and effective statistical analysis
Psychometrics	EDP 5303 (Educational Measurement and Assessment) course passed
Psychometrics	In EDP 6253, students complete a review of a psychological test, which requires students to demonstrate knowledge of properties such as reliability, validity, standardization, and evaluation of measurement quality

Appendix C. APA Profession-Wide Competencies (PWC) – Program Curriculum Map

Profession-Wide Competencies (page 1 of 2)														
	EDP 6033: Legal, Ethical and Professional Issues in School Psychology	EDP 6103: Research Methods and Statistics I	EDP 6213: School-Based Counseling Theories	EDP 5303: Educational Measurement and Assessment	EDP 6243: Cognitive Assessment & Intervention	EDP 6203: Research Methods and Statistics II	EDP 6233: Mental Health Services in the Schools	EDP 6253: Academic Assessment & Intervention	EDP 6643: Child and Adolescent Psychopathology	EDP 7033: History and Systems of Psychology	EDP 6263: Behavioral Assessment & Intervention	EDP 6343: Social Emotional Assessment in the Schools	EDP 6833: Practicum in School Psychology (two-semester experience)	EDP 7513: Affective and Social Bases of Beh.
I. Research		I, R, A				I, R, A							R, A, C	
II. Ethics and Legal Standards	I, R, A			R			R	R		R		R	R, A, C, O	
III. Individual and Cultural Diversity	I, R			R	R		R	R	R			R	A, C, O	R
IV. Professional Values and Attitudes	I, R, A		R				R						A, C, O	
V. Communication & Interpersonal Skills	I												A, C, O	
VI. Assessment				I, R, A	I, R, A, C, O			I, R, A, C, O			I, R, A, C	I, R, A, C	R, A C, O	R
VII. Intervention			I, R, A				I, R, A, C, O				I, R, A, C	I, R, A, C	R, A C, O	R
VIII. Supervision	I, R										R		A, C, O	
IX. Consultation	I, R						R				R, C		A, C, O	

Note: Excludes elective courses; I = Topic is ‘Introduced’; R = Topic is ‘Reviewed’; A = Topic is ‘Assessed’; C = Students engage in ‘Clinical’ (applied) practice; O = Direct ‘Observation’ of competency is completed.

Profession-Wide Competencies (page 2 of 2)														
	EDP 6293: Consultation in the Schools	EDP 7523: Evidence-Based Treatments	EDP 7503: Pediatric Biobehavioral Health	EDP 6733: Multicultural Assessment & Intervention	EDP 6703: Clinical Neuropsychology	EDP 7833: Advanced Practicum	EDP 6413: Applied Regression Analysis	EDP 7103: Multivariate Statistics	EDP 5033: Human Development Across the Lifespan	EDP 7213: Supervision & Teaching in Psychology	EDP 5003: Psychological Learning Theories	EDP 7043: Systems Consultation & Prevention Science	EDP 7993: Doctoral Dissertation	EDP 7943: Doctoral Internship in School Psychology
I. Research						A	I, R, A	I, R, A					R, A, C, O	A, C, O
II. Ethics and Legal Standards	R	R		R	R	A, C, O								A, C, O
III. Individual and Cultural Diversity	R	R	R	I, R, A	R	A, C, O								A, C, O
IV. Professional Values and Attitudes	R					A, C, O								A, C, O
V. Communication & Interpersonal Skills	I, R, A					A, C, O				I, R, A			A, O	A, C, O
VI. Assessment	R, A, C	I, R	R	I, R, A	I, R, A	A, C, O								A, C, O
VII. Intervention	I, R, A, C	I, R	R	I, R, A	R	A, C, O						R		A, C, O
VIII. Supervision	R					A, C, O				I, R, A, C				A, C, O
IX. Consultation	I, R, A, C				R	A, C, O						I, R, A		A, C, O

Note: Excludes elective courses; I = Topic is ‘Introduced’; R = Topic is ‘Reviewed’; A = Topic is ‘Assessed’; C = Students engage in ‘Clinical’ (applied) practice; O = Direct ‘Observation’ of competency is completed.

Appendix D. APA Profession-Wide Competencies (PWC) – Key Outcome Measures

PWC Area	Outcome Measure
Research	EDP 6103 (Research Methods and Statistics I) course passed
Research	EDP 6203 (Research Methods and Statistics II) course passed
Research	EDP 6413 (Applied Regression Analysis) course passed
Research	EDP 6203 (Multivariate Statistics) course passed
Research	Student co-authors a publication or is a co-presenter of a presentation at a professional conference/convention
Research	Completion of dissertation demonstrating appropriate knowledge and application of research methods
Ethical and Legal Standards	EDP 6033 (Legal, Ethical and Professional Issues in School Psychology) course passed
Ethical and Legal Standards	Completion of the CITI Program 'Social, Behavioral, and Education (SBE) Sciences Responsible Conduct of Research Course'
Ethical and Legal Standards	'Ethical and Legal Standards' skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisors
Ethical and Legal Standards	'Ethical and Legal Standards' skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisors
Ethical and Legal Standards	Application of a comprehensive ethical-decision making model to a clinical case during EDP 7833 (Advanced Practicum)
Ethical and Legal Standards	'Ethical and Legal Standards' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors
Individual and Cultural Diversity	EDP 6733 (Multicultural Assessment and Intervention) course passed
Individual and Cultural Diversity	'Individual and Cultural Diversity' skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisors
Individual and Cultural Diversity	'Individual and Cultural Diversity' skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisors
Individual and Cultural Diversity	Self-reflection on individual and cultural diversity in practice – applied to a clinical case during EDP 7833 (Advanced Practicum)

Individual and Cultural Diversity	'Individual and Cultural Diversity' competency as rated by program faculty
Individual and Cultural Diversity	'Individual and Cultural Diversity' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors
Professional Values and Attitudes	'Professional Values, Attitudes, and Behaviors' competency as rated by program faculty
Professional Values and Attitudes	'Professional Values, Attitudes, and Behaviors' skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisors
Professional Values and Attitudes	'Professional Values, Attitudes, and Behaviors' skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisors
Professional Values and Attitudes	Annual student self-evaluations of academic progress, progress in in profession-wide competencies (PWCs), and personal professional progress
Professional Values and Attitudes	'Professional Values, Attitudes, and Behaviors' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors
Communication and Interpersonal Skills	'Communication and Interpersonal Skills' competency as rated by program faculty
Communication and Interpersonal Skills	Student co-authors a publication or is a co-presenter of a presentation at a professional conference/convention
Communication and Interpersonal Skills	Completion of dissertation demonstrating effective communication
Communication and Interpersonal Skills	'Communication and Interpersonal' skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisors
Communication and Interpersonal Skills	'Communication and Interpersonal' skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisors
Communication and Interpersonal Skills	'Communication and Interpersonal Skills' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors
Assessment	EDP 6243 (Cognitive Assessment and Intervention) course passed
Assessment	EDP 6253 (Academic Assessment and Intervention) course passed
Assessment	EDP 6263 (Behavior Assessment) course passed
Assessment	EDP 6343 (Social Emotional Assessment in Schools) course passed
Assessment	As part of EDP 7833 (Advanced Practicum), students must submit two comprehensive assessment reports
Assessment	'Assessment' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors
Intervention	EDP 6213 (School-Based Counseling Theories) course passed

Intervention	EDP 6233 (Mental Health Services in the Schools) course passed
Intervention	EDP 6733 (Multicultural Assessment and Intervention) course passed
Intervention	EDP 7523 (Evidence-Based Treatments for Children and Adolescents) course passed
Intervention	Completion of a complete problem-solving case study (including intervention and evaluation of intervention) during EDP 6833 (Practicum in School Psychology)
Intervention	Students must demonstrate comprehensive therapy implementation and documentation via a complete case summary completed during EDP 7833 (Advanced Practicum)
Intervention	'Intervention' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors
Supervision	EDP 7213 (Supervision and Teaching in Psychology) course passed
Supervision	Students must demonstrate knowledge of supervision models and self-reflection of a co-supervision experience via a reflection paper completed in EDP 7213 (Supervision and Teaching in Psychology)
Supervision	'Supervision' competency as rated by program faculty
Supervision	Preparedness and participation in structured group supervision as part of EDP 7833 (Advanced Practicum)
Supervision	'Supervision' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors
Consultation and Interprofessional/ Interdisciplinary Skills	EDP 6293 (Consultation in the Schools) course passed
Consultation and Interprofessional/ Interdisciplinary Skills	Completion of a consultation case study report (with school-based consultee clients) completed during EDP 6293 (Consultation in the Schools)
Consultation and Interprofessional/ Interdisciplinary Skills	EDP 7043 (Systems Consultation and Prevention Science) course passed
Consultation and Interprofessional/ Interdisciplinary Skills	'Consultation and Interprofessional/Interdisciplinary Skills' and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisors
Consultation and Interprofessional/ Interdisciplinary Skills	'Consultation and Interprofessional/Interdisciplinary Skills' and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisors
Consultation and Interprofessional/ Interdisciplinary Skills	'Communication and Interpersonal Skills' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisors

Appendix E. NASP Practice Model Domains – Program Curriculum Map

NASP Practice Model Domains - Curriculum Map (page 1 of 2)														
	EDP 5003: Psychological Learning Theories	EDP 5033: Human Development Across the Lifespan	EDP 7523: Evidence-Based Treatments	EDP 5303: Educational Measurement & Assessment	EDP 6033: Legal, Ethical, & Professional Issues in School Psychology	EDP 6103: Research Methods and Statistics I	EDP 6203: Research Methods and Statistics II	EDP 6213: School-Based Counseling Theories	EDP 6233: Mental Health Services in the Schools	EDP 6243: Cognitive Assessment and Intervention	EDP 6253: Academic Assessment and Intervention	EDP 6263: Behavior Assessment	EDP 6293: Consultation in the Schools	EDP 6343: Social Emotional Assessment in the Schools
1: Data-Based Decision Making			R	I, R, A	I, R	I, R, A	I, R, A	I, R	I, R, A	R, A	R, A	I, R, A	I, R, A	I, R, A
2: Consultation and Collaboration					I, R			I, R, A	I, R, A		R	R	I, R, A	
3: Academic Interventions and Instructional Supports	I, R	I, R			I, R					R, A	R, A			R, A
4: Mental and Beh. Health Services and Interventions	I, R	I, R	I, R		I, R			I, R, A	I, R, A			I, R, A		R, A
5: School-Wide Practices to Promote Learning		I, R			I, R			I, R, A	I, R, A		R			
6: Services to Promote Safe and Supportive Schools		I, R			I, R			I, R, A	I, R, A				I, R, A	
7: Family, School, and Community Collaboration	I, R	I, R	R		I, R			I, R, A	I, R, A				I, R, A	
8: Equitable Practices for Diverse Student Populations	I, R	I, R	R	I, R, A	I, R			I, R, A	I, R, A	R	R		R, A	R, A
9: Research and Evidence-Based Practice	I, R	I, R		I, R, A	I, R	I, R, A	I, R, A	I, R, A	I, R, A	R	R	I, R, A	R, A	R, A
10: Legal, Ethical, and Professional Practice			R	I, R, A	I, R, A	I, R, A	I, R, A	R	R	R	R, A		R	R

Note: Excludes elective courses; I = Topic is ‘Introduced’; R = Topic is ‘Reviewed’; A = Topic is ‘Assessed’.

NASP Practice Model Domains - Curriculum Map (2 of 2)														
	EDP 6643: Child and Adolescent Psychopathology	EDP 6703: Clinical Neuropsychology	EDP 6733: Multicultural Assessment and Intervention	EDP 6833: Practicum in School Psychology	EDP 7033: History and Systems of Psychology	EDP 7513: Affective and Social Bases of Beh.	EDP 7503: Pediatric Biobehavioral Health	EDP 7833: Advanced Practicum	EDP 6413: Applied Regression Analysis	EDP 7103: Multivariate Statistics	EDP 7213: Supervision & Teaching in Psychology	EDP 7043: Systems Consultation & Prevention Science	EDP 7993: Doctoral Dissertation	EDP 7943: Doctoral Internship in School Psychology
1: Data-Based Decision Making	R, A	R, A	R, A	R, A				R, A					A	R, A
2: Consultation and Collaboration			R, A	R, A				R, A				I, R, A		R, A
3: Academic Interventions and Instructional Supports		R, A	R, A	R, A				R, A						R, A
4: Mental and Beh. Health Services and Interventions	R, A	R, A	R, A	R, A		I, R	I, R	R, A						R, A
5: School-Wide Practices to Promote Learning			R, A	R, A				R, A						R, A
6: Services to Promote Safe and Supportive Schools	R	R	R, A	R, A				R, A				I, R, A		R, A
7: Family, School, and Community Collaboration	R		R, A	R, A		R	R	R, A						R, A
8: Equitable Practices for Diverse Student Populations		R	I, R, A	R, A		R	R	R, A						R, A
9: Research and Evidence-Based Practice	R, A	R	R, A	R, A				R, A	I, R, A	I, R, A	R, A		A	R, A
10: Legal, Ethical, and Professional Practice	R	R	R	R, A	I, R, A			R, A					A	R, A

Note: Excludes elective courses; I = Topic is ‘Introduced’; R = Topic is ‘Reviewed’; A = Topic is ‘Assessed’.

Appendix F. University and Program Policies and Procedures References

Policy/Procedure	Document(s) in which policy appears	Program-level	Department/ Institution-level
Academic recruitment and admissions	1. UTSA Graduate Admissions Application Process 2. UTSA Graduate Catalog Student Admission 3. 'PhD in School Psychology Program Handbook' – Program Admission Requirements	--- --- 3. pages 15-17	1. https://future.utsa.edu/graduate/admissions 2. https://catalog.utsa.edu/policies/admission/graduate/graduatedegreeseekingstudents/ ---
Degree requirements	1. UTSA Graduate Catalog (entry for PhD in School Psychology program) 2. 'PhD in School Psychology Program Handbook' – Curriculum	--- 2. pages 18-29	1. https://catalog.utsa.edu/graduate/educationhumandevelopment/educationalpsychology/#degreestext ---
Administrative and financial assistance	1. UTSA Graduate School – Tuition and Funding 2. UTSA Graduate School – Graduate Student Resources 3. 'PhD in School Psychology Program Handbook' – Assistantships and Financial Support section 4. 'PhD in School Psychology Program Handbook' – Administrative Support Staff section	--- --- 3. pages 50-51 4. page 15	1. https://graduateschool.utsa.edu/tuition-funding/ 2. https://graduateschool.utsa.edu/student/ --- ---
Student performance evaluation, feedback, advisement, retention, and termination decisions	1. UTSA Academic Advising (general university advising resources) 2. UTSA Student Policies Catalog – Academic Standing (policies on dismissal and reinstatement) 3. 'PhD in School Psychology Program Handbook – Fitness to Practice (FTP) Policy to Address Problems 4. 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook – Sections on various methods for student evaluation 5. 'Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook – Various appendixes used for	--- --- 3. pages 43-47 4. pages 4-6 5. pages 16-38	1. https://www.utsa.edu/advising/ 2. https://catalog.utsa.edu/policies/generalacademicregulations/academicstanding/ --- --- --- ---

	student evaluation 6. 'PhD in School Psychology Program Handbook' – Section on Doctoral Program Advisor 7. 'Dissertation Handbook – Role of Faculty/Committees in the Dissertation Process	6. page 13 7. pages 4-6	---
Due process and grievance procedures	1. UTSA Student Policies Catalog – Student Grievances 2. UTSA Student Policies Catalog – Student Code of Conduct (reference to Due Process) 3. 'PhD in School Psychology Program Handbook' – Student Protections and Grievance Procedures 4. 'PhD in School Psychology Program Handbook' – Academic and Grade Grievance Procedures	--- --- 3. pages 47-49 4. pages 60-61	1. https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentgrievances/ 2. https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/ --- ---
Student rights, responsibilities, and professional development	1. UTSA Student Policies Catalog – Students' Right and Responsibilities 2. UTSA Student Policies Catalog – Student Code of Conduct 3. 'PhD in School Psychology Program Handbook – Reference to Student Code of Conduct	--- --- 3. page 61	1. https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentsrightsandresponsibilities/ 2. https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/ ---
Nondiscrimination policies	1. UTSA Handbook of Operating Procedures (HOP) 9.01 Nondiscrimination 2. UTSA Equal Opportunity Services and Title IX Office 3. 'PhD in School Psychology Program Handbook' – Nondiscrimination Policy	--- --- 3. pages 54-55	1. https://www.utsa.edu/hop/chapter9/9.01.html 2. https://www.utsa.edu/eos/ ---