UTSA
The University of Texas at San Antonio™

Doctor of Philosophy in School Psychology

Program Handbook
2023-2024

University of Texas at San Antonio
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https://education.utsa.edu/departments/educational-psychology/

https://education.utsa.edu/departments/educational-psychology/phd-school-psych.html

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Introduction and PhD in School Psychology Program Overview

Purpose of Handbook

The purpose of this handbook is to describe the content, requirements, expectations, policies, and procedures of the Doctor of Philosophy in School Psychology (PHD/SPSY) program at University of Texas at San Antonio (UTSA). 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.

In addition to the policies and procedures outlined in this Handbook, students (and prospective students) are also expected to abide by the policies and procedures described in the UTSA Graduate Catalog.

PhD in School Psychology Program Overview

The School Psychology doctoral program is designed to prepare graduates for careers as scientist-practitioners, professional health service psychologists, and faculty in school psychology training and research programs. 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 practice. Students will demonstrate an understanding of content areas in psychology, as well as professional issues including ethical and legal principles, equity, cultural diversity, communication, and quality assurance principles necessary for professional competencies in assessment, intervention, consultation, and supervision of psychological services with diverse populations. Students will also demonstrate scientific knowledge and expertise in research methods and data analysis. Students also complete a full-time internship in a school setting, child therapy practicum, specialized practicum experiences, and a doctoral dissertation based on original research.

The program includes coursework in the areas of professional school psychology, basic educational psychology principles, research, measurement, and statistics. Specialized tracks in the areas of Behavior Analysis, Bilingual School Psychology, and Research and Evaluation will be offered as an opportunity for students to personalize their degree plans based on their professional goals and interests. Each specialized track will adhere to the American Psychological Association (APA) guidelines and taxonomy (2012) for developing professional specializations. According to APA, specialties and emphases are composed of 12 credit hours in a related area and at least 6 hours of practicum work in the same related area (for a total of 18 hours minimum).

The School Psychology doctoral program provides the academic, research, and practical training necessary to become licensed as a Licensed Specialist in School Psychology (LSSP) and Licensed

Psychologist (LP) by the Texas State Board of Examiners of Psychologists. 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. The program includes coursework and field-based experiences related to psychological assessment, intervention, human development, psychopathology, research, statistics, supervision, and professional issues.

Please note that successful completion of this degree does not guarantee certification or licensure. Students will be responsible for meeting additional criteria as outlined by the Texas State Board of Examiners of Psychologists (or other jurisdictions where students practice), including earning passing scores on the Examination for Professional Practice in Psychology, School Psychologist Praxis Test, and Jurisprudence Exam. Students are encouraged to review the Texas State Board of Examiners of Psychologists webpage for additional information: https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html.

The doctoral program builds upon the department's MA in School Psychology program, with a high degree of curriculum overlap during the first two years of the course sequence. The doctoral program differs from the MA program in that the doctoral program includes advanced coursework in research, statistics, supervision, and other specialized areas depending on students' individual interests and goals. Thus, the doctoral program is designed to provide students with the advanced training and experiences to prepare them to work in a variety of settings including schools, hospitals, clinics, community mental health agencies, 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 you reach your professional goals, please contact the Graduate Advisor of Record.

UTSA, COEHD, and the Department of Educational Psychology

Organizational Structure

The School Psychology doctoral program at UTSA is housed within the Department of Educational Psychology, which is one of six departments housed in the College of Education and Human Development (COEHD). The other departments in the COEHD are 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).

The main office of the Department of Educational Psychology is in the Durango Building, Office 4.322, on the Downtown Campus. Dr. Sharon Nichols currently serves as the Chair of the Department of Educational Psychology, and Dr. Victor Villarreal currently serves as the Graduate Advisor of Record and Coordinator of the School Psychology doctoral program.

UTSA Mission Statement

The University of Texas at San Antonio 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, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development for Texas, the nation, and the world (UTSA Public Affairs Office).

The School Psychology doctoral program aligns with this institutional mission by preparing practitioners who will serve to enhance the success of K-12 learners. The program also serves the San Antonio community by placing practicum students, internship students, and doctoral-level school psychologists in local schools and related settings, who are equipped to provide services such as counseling, assessment, consultation, program evaluation, and supervision.

COEHD Mission Statement

The College of Education and Human Development (COEHD) will be an international model for developing inclusive, transformative leaders guided by principles of community, integrity, equity, excellence, diversity, 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.

The COEHD will achieve this vision through its mission of developing knowledge and preparing professionals to significantly improve the education and human development processes and/or services needed to enhance the opportunities of the diverse people of Texas and the nation.

The fundamental values embedded in the Mission of the COEHD are the creation and maintenance of a democratic, collaborative learning organization that:

- promotes equity, excellence, social justice, risk-taking and accountability
- recognizes a healthy balance among scholarship, teaching, and service
- is responsive to community needs
- develops and applies new knowledge of best practices
- prepares transformational educators/leaders to succeed in diverse, ambiguous, and challenging contexts
- builds community within and at large
- fosters the holistic development of all its members
- uses resources effectively and efficiently so that the College prepares and graduates citizens who are engaged in productive contributions to self, society, and the global community (from http://coehd.utsa.edu/about/college_mission/).

Department of Educational Psychology Mission Statement

The mission of the Department of Educational Psychology is to promote the development and application of scientific knowledge. To do so, our faculty members are committed to: Producing high-quality, innovative research and scholarship; Providing effective and culturally inclusive instructional technologies to prepare practitioners and researchers to use the tools, resources, and strategies necessary to improve the educational experience of all learners; Preparing culturally competent scientist-practitioners and researchers to effectively contribute to the applied psychological development and well-being of children and adolescents; Providing responsive educational and psychological services to the local community, schools, and beyond; and, Engaging in participatory and leadership roles in local, national, and international institutions and organizations (https://education.utsa.edu/departments/educational-psychology/)

Doctoral Program Philosophy and Model

The School Psychology doctoral program at UTSA is largely a practice-oriented program, but one 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 must obtain a solid foundation in research methods, statistics, psychometrics, and theories of learning and development before applying these concepts in the more advanced courses. The program uses a developmental approach in which this foundational knowledge must be demonstrated before learning how to translate this knowledge into applied skills (e.g., psychoeducational assessment and intervention).

The program embraces a systems orientation in which the child is conceptualized as developing within larger systems (e.g., classroom, school, home, community, cultural context), thereby pointing to multiple targets for assessment and intervention. Further, 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. Students will demonstrate an understanding of basic content areas in psychology, as well as professional issues, including ethical, legal, individual and cultural diversity, communication, and quality assurance principles necessary for professional competencies in assessment, intervention, consultation, and supervision of psychological services. Students will also demonstrate scientific knowledge and expertise in methods specific to research, and the integration of the science of psychology within the contextual framework that sees science and practice as interconnected.

Professional Domains

Within this larger context, the curriculum is designed to capture the *Standards for Graduate Preparation of School Psychologists* (NASP, 2020) and *Standards of Accreditation for Health Service Psychology* (APA, 2019).

Students will demonstrate knowledge and skills in the following areas as defined by NASP (2020; https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/2020_Professional_Standards_Web.pdf):

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)

Students will demonstrate knowledge and skills in the following areas as defined by APA (2019; 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

PhD in School Psychology Learning Objectives

The specific Learning Objectives of the School Psychology program are as follows:

1. Professional Practice
   a. Students will demonstrate advanced knowledge of the history and foundations of school psychology; various service delivery models and methods; and ethical, legal, and professional standards.
   b. Students will practice in ways that are consistent with ethical, legal, and professional standards, and will demonstrate effective communication and technology skills.

2. Data-Based Decision Making
   a. Students will demonstrate knowledge of varied methods of assessment and data collection methods for identifying strengths and needs.
   b. Students will use assessment-based data to identify strengths and weaknesses, diagnose psychological and learning problems, develop interventions, and measure progress and outcomes.
   c. Students will demonstrate knowledge of research design, statistics, measurement, data collection and analysis, and program evaluation methods.
   d. Students will apply their knowledge by monitoring progress towards goals, evaluating outcomes of interventions, participating in research teams, and preparing a doctoral dissertation.

3. Student-Level Services

a. Students will demonstrate knowledge of psychological learning theories; cognitive development; biological, cultural, and social influences on academic skills; and instructional approaches.
b. Students will assess cognitive and academic skills and develop goals and interventions for cognitive and academic skills based on this assessment.
c. Students will demonstrate knowledge of biological, cultural, developmental, and social influences on behavior and mental health; the impact of behavioral and emotional functioning on learning and life skills; and strategies to promote social-emotional functioning and mental health.
d. Students will assess social, behavioral, and emotional functioning, and develop goals and interventions for social, behavioral, and emotional competence based on this assessment.

4. Systems-Level Services
    a. Students will demonstrate knowledge of general education; special education; and school practices that promote academic outcomes, learning, social development, and mental health.
    b. Students will create and maintain effective and supportive learning environments for children.
    c. Students will demonstrate knowledge of risk and resilience, psychopathology, prevention services, and crisis intervention.
    d. Students will promote services that enhance learning, mental health, and safety, and that facilitate effective crisis preparation and response.

5. Consultation
    a. Students will demonstrate knowledge of consultation models and methods.
    b. Students will apply this knowledge of consultation in building collaborative relationships with teachers, parents, and school staff.
    c. Students will demonstrate knowledge of family systems, family-based interventions, and methods to develop collaboration between families and schools.
    d. Students will work effectively with families, educators, and others in the community to provide comprehensive services to children and families.

6. Social and Cultural Foundations
    a. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; the role of psychosocial factors in learning and development; and strategies to address potential influences related to diversity.
    b. Students will provide services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts.

School Psychology Program Faculty

Core Faculty

Core faculty for the School Psychology program have completed graduate degrees in School Psychology, are involved in research, teaching, and professional service in School Psychology, and are responsible for administration of the program, including student advisement and supervision. These faculty also hold state licensure for the provision of psychological services.

Core faculty include:

Felicia Castro-Villarreal, Professor
Ph.D., School Psychology, Oklahoma State University

John Davis, Associate Professor,
Ph.D., School Psychology, Texas A&M University

Norma Guerra, Professor
Ph.D., School Psychology, Texas A&M University

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

Jeremy Sullivan, Professor
Ph.D., School Psychology, Texas A&M University

Victor Villarreal, Professor
Ph.D., School Psychology, Texas A&M University

Support Faculty

The School Psychology program also benefits from the expertise of support faculty who teach foundational and specialty courses, serve on dissertation committees, and assist in the evaluation of students.

Support faculty include:

Michael Karcher, Professor
Ph.D., Educational Psychology, University of Texas at Austin
Ed.D., Human Development and Psychology, Harvard University

Marie Kirkpatrick, Assistant Professor
Ph.D., Educational Psychology, Baylor University

Hannah MacNaul, Assistant Professor
Ph.D., Applied Behavior Analysis, University of South Florida

Leslie Neely, Associate Professor
Ph.D., Educational Psychology, Texas A&M University

Sharon Nichols, Professor
Ph.D., Educational Psychology, University of Arizona

Ian Thacker, Assistant Professor
Ph.D., Urban Education Policy, Educational Psychology Concentration, University of Southern California

Collaborating with Faculty on Research

Faculty members in the Department of Educational Psychology are involved in a number of research projects. School Psychology students have ample opportunities to work with faculty members as they conduct field work, collect data, analyze results, and prepare findings for presentation and publication. These opportunities will be especially important for those students who will pursue faculty and research positions after graduation. Students should visit with their advisors, and specific faculty members, to determine current opportunities for research experience.

Program Admission Requirements

UTSA Graduate School Admission Requirements

UTSA's general graduate admissions requirements include the following (excerpted from 2022 Student Policies):

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 a regionally 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) in the last 60 semester credit hours of undergraduate coursework or total hours of awarded graduate degree program.
3. Completed at least 18 semester credit hours (12 of which must be at the upper-division level) or foreign institution equivalent coursework in the area or areas in which the graduate degree is sought or in related areas as determined by the Graduate Program Committee for the proposed major.
4. Program specific, an official GRE/GMAT score may be required. Please check program requirements.
5. International applicants whose native language is not English must also submit scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). 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).

Please note that satisfaction of these minimum standards does not guarantee admission since the number of qualified applicants far exceeds the number of spaces available. As a consequence, many well-qualified applicants may not be accommodated.

School Psychology Program-Specific Admission Requirements

The PhD in School Psychology is designed for students who aspire to practice psychology in educational settings, conduct research in the field, pursue faculty positions, and assume leadership and supervisory roles in school psychology. The number of students admitted to this program may be limited, and admission may be competitive. Admission to the program is based on the following criteria:

In addition to UTSA's general graduate admission requirements, the minimum requirements for admission 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 must submit an official score on the Graduate Record Examination (GRE; including the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing tests). GRE scores cannot be more than five years old. Applicants must obtain a minimum score of 3.5 on the Analytical Writing test. There is not a cutoff score for the Verbal Reasoning or Quantitative Reasoning tests; rather, scores on these tests will be balanced with GPA and other criteria.
4. Applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Minimum scores include a score of at least 600 on the TOEFL paper version, at least 100 on the TOEFL Internet version, or at least 7 on the IELTS.
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 prepare a Statement of Purpose (approximately 500 words) which outlines the applicant's (1) reasons for pursuing the PhD degree in School Psychology, (2) experiences relevant to the field of psychology or education, and (3) career plans.
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.

Please note: In addition to the importance of applicants' other test scores and performance in undergraduate coursework, selection decisions will be strongly influenced by applicants' writing ability as demonstrated by their Statement of Purpose and score on the GRE Analytical Writing test. Demonstration of writing skills is especially important because success in the field of School Psychology largely depends on these skills, and students will be required to complete a significant amount of writing throughout the School Psychology curriculum in addition to the dissertation.

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 facilities, hospital, and/or medical settings that require a criminal background check. The University of Texas at San Antonio is required to inform you 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 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.

Criminal Background Checks

School psychology students must complete a criminal background check to work with children and families in schools. While many school districts require a criminal history review/criminal background check before allowing university students to complete field-based experiences on their campuses, the state of Texas now 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:
http://education.utsa.edu/certification_program/criminal_history_policy/

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 School Psychology program's requirements. If a student cannot complete course-required field work because of their criminal history, the student will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the school district. If the offense is one that will preclude any further field work, the student will be dismissed from the School Psychology program.

Application Deadline

Applications are due on December 31 each year (for admission in the Fall of the following year), to allow program faculty sufficient time to review applications, conduct interviews, and reach admissions decisions. Admissions are for the Fall semester only (i.e., students will not be able to start the program in the Spring or Summer).

Students Transferring from Other Graduate Programs

Students transferring from other graduate programs are required to meet all admissions criteria. Previous graduate coursework may be applied to the School Psychology curriculum on a case-by-case basis, through consultation with the Graduate Advisor of Record. Most graduate coursework (at least 84 credit hours) must be completed at UTSA. Finally, 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."

Although the MA in School Psychology accepts both full-time and part-time students, the PhD program accepts only full-time students due to the length of the program, dissertation requirements, practicum requirements, and full-time internship requirement.

Curriculum

For students with no prior graduate coursework, the doctoral program is designed for full-time students (12 credit hours per term, including coursework during some summer terms) to complete in approximately 5 years, including dissertation and internship. Doctoral Internship will typically be completed in the student's 5th and final year of study, after all other coursework has been completed. There is a standard recommended course sequence for students who enter the PhD program with only a baccalaureate degree. Modifications to the standard course sequence will be made on a case-by-case basis for students entering the program with a master's degree or previous graduate coursework.

The proposed program comprises 114 credit hours including 87 hours of coursework, 12 hours of practicum, 6 hours of doctoral internship, and 9 hours of dissertation credit. The number of hours allocated for coursework, fieldwork, and dissertation research are comparable to other doctoral programs in School Psychology, and are meant to facilitate students' licensure following program completion. The required and elective courses are designed 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 the areas of professional school psychology, basic educational psychology principles, and research, measurement, evaluation, and statistics. Specialized tracks in the areas of Behavior Analysis, Bilingual School Psychology, and Research and Evaluation provide an opportunity for students to personalize their degree plans based on their professional goals and interests. Each specialized track includes 12 credit hours of coursework and 6 hours of practicum work in the same area, for a total of 18 hours.

Students who enter the PhD program with only a baccalaureate degree receive an MA in Applied Educational Psychology upon completion of 36 hours in the PhD program. Students who enter the PhD program with a completed master's degree, or with previous graduate coursework will have their transcripts examined to determine how many master's-level courses are required. Additional required coursework will be determined on a case-by-case basis.

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. Due to licensure requirements and APA/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.

Course List		
Code	Title	Credit Hours
A. General Core Courses		87
EDP 5003	Psychological Learning Theories	3
EDP 5033	Human Development across the Lifespan	3
EDP 5303	Educational Measurement and Assessment	3
EDP 5603	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 hours total)	6
SPE 5403	Survey of Special Education	3
EDP 7033	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
PSY 7103 or equivalent	Advanced Topics in Biopsychology	3
PSY 7123	Advanced Topics in Applied Social Psychology	3
EDP 7943	Doctoral Internship in School Psychology (doctoral level, repeated for 6 hours total)	6
B. Specialization		18
	12 semester credit hours of graduate electives from one of three areas of specialization (behavior analysis; bilingual school psychology; or 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.	12

	6 semester credit hours of advanced practicum courses from one of three areas of specialization (behavior analysis; bilingual school psychology; or research and evaluation).	6
C. Dissertation		9
EDP 7991-3	Doctoral Dissertation (repeated for up to 9 hours total)	
Total Credit Hours		114

Specialization Tracks

Specialization tracks are an opportunity for students to personalize their degree plans by selecting an area of specialization or emphasis of coursework that cluster into specialty areas. **A total of 18 hours of specialized courses is required (12 hours of coursework + 6 hours of related practicum), consistent with APA guidelines for specialty areas. Courses to be included in the student's track are determined in consultation with the student's advisor.** Within each track of specialization, appropriate courses may be added as they are developed and identified, and these areas and courses may change over time based on changes to licensure/professional requirements, departmental resources, course offerings, and student interest.

Specialization tracks are available in: (a) behavior analysis, (b) bilingual school psychology, and (c) research and evaluation. Specialization 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.

Course Descriptions

For a detailed list of all course descriptions associated with the PhD program, see the Graduate School Catalog at: https://catalog.utsa.edu/graduate/

Course descriptions for courses offered by the Department of Educational Psychology are available at: https://catalog.utsa.edu/graduate/educationhumandevelopment/educationalpsychology/#courseinventory

Diversity, Equity, and Inclusion

Multicultural, diversity, equity, and inclusion issues are addressed explicitly in specific courses (e.g., EDP 6733: Multicultural Assessment and Intervention), but also are discussed in each course as they relate to developmental, motivational, and learning theories, assessment, counseling, and supervision. For example, courses in developmental, motivational, 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; counseling 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 diversity characteristics within the supervisor relationship, as well as supervision toward culturally responsive practices. Further, practicum and internship experiences provide additional opportunities to understand diversity by providing students opportunities to work with children and families from a range of socioeconomic, ethnic, and linguistic backgrounds.

Recommended Course Sequence

Year 1 (30 hours)

Fall	Spring	Summer
EDP 6033: Legal, Ethical, and Professional Issues in School Psychology (3)	*EDP 6243: Cognitive Assessment and Intervention (3)*	EDP 5003: Psychological Learning Theories (3)
EDP 6103: Research Methods and Statistics I (3)	EDP 6203: Research Methods and Statistics II (3)	*EDP 6643: Child and Adolescent Psychopathology (3)*
EDP 6213: School-Based Counseling Theories (3)	*EDP 6233: Mental Health Services in the Schools (3)*	
EDP 5303: Educational Measurement and Assessment (3)	*EDP 6253: Academic Assessment and Intervention (3)*	

Note: Courses listed in italics above must be taken prior to enrolling in EDP 6833: Practicum in School Psychology.

Year 2 (30 hours)

Fall	Spring	Summer
EDP 6263: Behavioral Assessment and Intervention (3)	EDP 5033: Human Development Across the Lifespan (3)	EDP 6733: Multicultural Assessment and Intervention (3)
EDP 6343: Social Emotional Assessment in the Schools (3)	EDP 6293: Consultation in the Schools (3)	EDP 6703: Clinical Neuropsychology (3)
SPE 5403: Survey of Special Education (3)	EDP 5603: Psychology of Human Motivation (3)	
EDP 6833: Practicum in School Psychology (3)	EDP 6833: Practicum in School Psychology (3)	

Year 3 (24 hours)

Fall	Spring	Summer

Specialty Course (3)	Specialty Course (3)	Additional dissertation hours if needed
EDP 7033: History and Systems of Psychology (3)	EDP 7213: Supervision and Teaching in Psychology (3)	
EDP 7043: Systems Consultation and Prevention Science (3)	EDP 6413: Applied Regression Analysis (3)	
EDP 7103: Multivariate Statistics (3)	EDP 7993: Doctoral Dissertation (3)	

Year 4 (24 hours)

Fall	Spring	Summer
Specialty Practicum (3)	Specialty Practicum (3)	Additional dissertation hours if needed
Specialty Course (3)	Specialty Course (3)	
EDP 7993: Doctoral Dissertation (3)	EDP 7993: Doctoral Dissertation (3)	
PSY 7103: Advanced Topics in Biopsychology (3)	PSY 7123: Advanced Topics in Applied Social Psychology (3)	

Year 5 (6 hours)

Fall	Spring
EDP 7943: Doctoral Internship in School Psychology (3)	EDP 7943: Doctoral Internship in School Psychology (3)

Practicum and Internship

Practicum and internship are culminating, field-based experiences in which knowledge and skills acquired in coursework are applied in professional settings, and in which the student's professional identity is developed. San Antonio has the advantage of being in the center of a number of urban, suburban, and rural school districts with at least 19 independent school districts located in the greater San Antonio area. Specialized practicum experiences may be gained in other clinical and educational settings with faculty approval. Surrounding areas offer additional practicum and internship opportunities.

School-based Practicum

The school-based Practicum (EDP 6833) is taken across two semesters (for a total of 6 hours), typically during the second year in the program. Practicum sites are typically assigned by university faculty. The Practicum may take place in a variety of school settings depending on students' specific interests and professional goals. At the same time, Practicum sites must be approved by program faculty to ensure that the site will provide the appropriate learning

experiences (e.g., assessment, consultation, counseling) and supervision. The Practicum must consist of at least 300 clock hours per semester (total = 600 hours over the course of two semesters). Practicum students must accrue a minimum of 20 clock hours per week. Practicum students will be supervised by site supervisors (who must have appropriate licensure) and university faculty. The Practicum course will meet weekly in order to discuss professional and ethical issues that arise in Practicum settings, present case studies, and learn new assessment and intervention methods. Practicum students will be evaluated by site supervisors using an objective evaluation form. Practicum students also will complete a case study project in order to demonstrate their ability to apply knowledge and skills to an actual clinical case. Case studies will be evaluated with the NASP Case Study Rubric to provide students experience with this level and rigor of evaluation, and to help students consider the impact of their interventions on children's learning outcomes. Students must keep a detailed log of their training hours and activities during Practicum.

Specialty Practicum

Doctoral students will also complete 6 hours of Specialty Practicum that are related to their chosen specialty area (i.e., Behavior Analysis, Bilingual School Psychology, or Research and Evaluation) and include assessment and intervention experience, for a minimum of 200 hours each semester (400 hours total). Given the diverse settings and professional contexts within which these specialized experiences will occur, specific requirements will vary. Practicum sites must be approved by program faculty to ensure that the site will provide the appropriate learning experiences. Practicum students will be supervised by site supervisors (who must have appropriate licensure) and university faculty.

Additional Field-Based Experiences

Doctoral students will gain additional practicum and field-based experiences in several program courses besides the practicum, specialty practicum, and internship courses. Examples of courses in which students will gain additional experience include EDP 6293: Consultation in the Schools, EDP 6263: Behavior Assessment, and EDP 6233: Mental Health Services in the Schools. The number of hours accrued in these courses is variable.

Internship

The Doctoral Internship in School Psychology course is taken across two semesters (for a total of 6 hours), typically during the fifth year of study. The Internship can be taken only when all other required coursework has been completed. Students are responsible for securing Internship sites, with assistance from university faculty. The Internship must consist of at least 1,750 clock hours of experience (875 clock hours per semester over the course of two semesters).

Please note that NASP/NCSP and the TSBEP require that completion of at least 600 hours must occur in a public-school setting. For many students, it is likely that all internship hours will occur

in a public-school setting; however, if you intend to complete your entire internship in a non-school setting (e.g., pediatric hospital setting), then you must fulfill and document the NASP/TSBEP minimum of 600 hours of experience in a school setting prior to starting your internship in a non-school setting. This experience may be accrued through the completion of practicum in school settings.

Consistent with the Rules and Regulations of the Texas State Board of Examiners of Psychologists, all Internship hours must be gained in no more than two settings (a school district counts as one setting), and the Internship must be completed in no 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 Specialist in School Psychology (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., hospital, community agency) 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. For more information, please consult the Rules and Regulations of the Texas State Board of Examiners of Psychologists.

The Internship is a full-time commitment and Internship sites must be approved by program faculty. Supervision is provided by on-site supervisors, and this supervision must include a minimum of two hours of face-to-face contact per week. This requirement is meant to ensure that the supervision is direct, deliberate, and systematic. Faculty will closely monitor the Internship experience to ensure that interns are gaining desired competencies. Interns will be evaluated by site supervisors using an objective evaluation form. Interns complete one case study project to demonstrate their ability to apply knowledge and skills to an actual clinical case. Case studies will be evaluated with the NASP Case Study Rubric to provide students experience with this level of evaluation, and to help students consider the impact of their interventions on children's learning outcomes. Students must keep a detailed log of their training hours and activities during Internship; these activities must include assessment, intervention, behavior management, and consultation with children across different age groups and representing diverse populations.

Qualifying Examination

Students take the qualifying examination after completing EDP 6833: Practicum in School Psychology, which typically occurs at the end of their second year. The comprehensive examination includes two components. The first is a multiple-choice test developed by program faculty that is designed to assess knowledge in all of the NASP domains of competence. For the second component of the comprehensive examination, students will submit a professional portfolio with examples of course artifacts that demonstrate their knowledge and skills in the NASP domains.

General Research Expectations

Graduate students are expected to be actively engaged in research-related experiences throughout their program. Students will have opportunities to work with faculty on research teams and will have opportunities to hold varied and diverse positions on these teams/projects over their time in the program. Many courses will also have a research competency requirement and will be linked to ongoing research projects. Professional conference attendance is strongly encouraged and research proposal and poster submission may be required in some courses. In addition to research team involvement, graduate students will work with their program advisor and dissertation chair to identify their dissertation topic. Initial discussions should occur in the first year of program study and refined in the second year of the program. Graduate students along with their advisor will work to develop necessary Institutional Review Board (IRB) materials, approvals, and data collection plans.

The primary goal of the program is to build upon existing 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 school psychologists practice. To this end, you are expected to take a series of research and statistics courses, participate in research teams, produce a research product prior to the dissertation suitable for presentation or publication, propose your dissertation prior to the internship, and successfully complete and defend your dissertation prior to graduation. You are expected to present at regional and/or national conferences. You are strongly encouraged to participate in research and scholarship that can reach fruition through publication in peer-reviewed journals. *Involvement in research with at least one publication submitted and one conference presentation is a minimum expectation, and students are expected to participate in research before completing work on the dissertation.*

Dissertation

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. Although students take the primary responsibility for their dissertation project 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 on the dissertation project may be delayed in completing the dissertation or may have significant difficulty meeting standards on the dissertation. Thus, students should pick a topic which is (a) both meaningful to them and that aligns with the research interests and support which their dissertation Chair is able to provide, (b) doable within the time frame of your program and reflects the training, skills, and knowledge attained from your program, and (c) will sustain you through the long time period the dissertation requires. It should also help you to meet your career goals.

The research and the preparation of your dissertation will follow a set sequence, to be reviewed with your dissertation chair and advisor. In summary, students should begin thinking in terms of general ideas and interests in the first and second year so that they can select members to be on their Dissertation Committee. Students should then work closely with their Chair to develop their idea and begin to work on writing the proposal during the third year in the program, or sooner. It is recommended that students complete their dissertation research requirements prior to completing internship. Thus, they spend their fourth year completing their dissertation research/data collection and finalizing results and discussion chapters. Students who complete their dissertation during their fourth year can use their fifth year to complete the internship and apply for post-doctoral positions.

In the Spring semester prior to the year in which students are planning on applying for internship (typically at the end of third year), students are required to participate in pre-proposal presentations. These should include a general discussion of the literature available, 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 proposal with some early feedback from students and faculty. It also is intended to provide an opportunity for all students in the program, regardless of cohort, to become aware of the research being pursued by their fellow students. For students entering with advanced status (i.e., prior graduate work in school psychology), the pre-proposal/proposal process will need to begin in the Spring of their Year 2 if they wish to complete the program in four years. The proposal and preliminary examinations must be completed prior to October 1st of the fourth year or the year in which the student is applying for internship, with the components provided to all committee members no less than two (2) weeks prior to the meeting. This ensures that students meet internship site requirements and fewer students are "all but dissertation" (ABD) for a prolonged time following the internship.

If students do not complete the dissertation before leaving for internship, they must submit to their dissertation chair a plan and timeline for completion of the dissertation. Students should collect data either before or during the start of internship, and complete data analysis and discussion sections before, during, or just after the internship so that students are ready to graduate no later than two semesters following the internship. Students must be continually enrolled for at least 3 credit hours every semester until completion of the dissertation and all other requirements for graduation.

Be aware that as students take longer to complete the dissertation, their Chair will be gathering other obligations with incoming students and will have increasingly demanding professional obligations. Thesis guidelines are to provide students with structure so that the dissertation can be conceptualized as a series of small steps which can be accomplished in a reasonable timeframe. Be aware that all research involving human participants and animal subjects must be approved by the University Institutional Review Board (IRB), which is there to protect the student doing the research study, the university, and the participants involved. Applications and

guidelines are available at the Graduate School. All students must have IRB approval and the full proposal completed before collecting data.

See the Graduate Calendar regarding due dates for filing the draft and final approval of the dissertation prior to graduation. These due dates are strictly adhered to.

Additional UTSA Policies

In addition to the detailed curriculum requirements described previously, the UTSA graduate catalog provides the following guidelines related to candidacy and program completion: "The Graduate Program Committee specifies the coursework the student must complete, the qualifying examinations (written, oral, or both) the student must pass, the conditions under which the student may retake all or part of a qualifying examination, and the procedures the student must follow in developing a dissertation proposal.

In consultation with the graduate advisor, the student proposes a Dissertation Committee to advise or direct the student on the research and writing of the dissertation. The student selects the chair of the Dissertation Committee, with the consent of that person and permission of the academic College, and the Dean of the Graduate School."

Admission to Candidacy

Students seeking a doctoral degree at UTSA must be admitted to candidacy. To be admitted to candidacy, the student must comply with the following requirements:
1. Fulfill the requirements for unconditional admission as a graduate degree-seeking student, which entails the removal of any conditions assigned at the time of admission.
2. Satisfy any special admission requirements established for the degree program.
3. Be in good standing. (See definition on pg. 47.)
4. Pass a qualifying examination (written, oral, or both) prepared by the Graduate Program Committee and meet any other requirements specified by the Graduate Program Committee for the specific degree program.
5. Submit a proposed program of study.
6. Upon satisfying the above requirements, be recommended for admission to candidacy by the appropriate Graduate Program Committee.
7. Having satisfied the above requirements, be approved for admission to candidacy by the academic College and the Dean of the Graduate School.

Earning a Master's Degree During Course of Doctoral Program

While in a doctoral program, a student may earn a master's degree provided the following conditions are satisfied:
1. A student must be admitted to candidacy.

2. A student is eligible to receive a master's degree upon completion of University-wide requirements and any additional degree requirements specific to the program.
3. The Doctoral Studies Committee, Department Chair, and the Graduate Associate Dean of the College must recommend student for the degree.
4. The student must apply for graduation by the published deadline the semester prior to awarding the doctoral degree.
5. All required coursework in the doctoral program at the time of admission to candidacy must have been taken within the previous six years.

Program of Study

Before admission to candidacy, the student's proposed program of study is under the direction of the Graduate Program Committee in the major program area through an appropriate program advisor, if designated, and the Graduate Advisor of Record. 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. No course for which a grade of less than "C" was earned can be applied to the doctoral degree.

Dissertation Committee

Upon admission to candidacy and in consultation with the Graduate Advisor of Record, the student selects their dissertation Chair with that professor's consent. Upon recommendation of the Graduate Program Committee and the academic College, the Graduate School appoints the Dissertation Committee. The committee must consist of at least four members, including the supervising professor who consults with other members of the committee as work proceeds. A majority of the dissertation committee must consist of graduate faculty or adjoint faculty in the student's program.

The Dissertation Committee advises the student on the research and writing of the dissertation, conducts the final oral examination, and approves the dissertation. The chair of the Dissertation Committee ordinarily serves as the supervisor of research. Other members of the committee should be consulted as appropriate. Occasionally, a research professor or researcher who is not a member of the Graduate Faculty may be recommended by the Graduate Program Committee to serve as the supervisor for a specific dissertation because his or her expertise would be valuable to the student. When the research supervisor is not a member of the Graduate Faculty in the student's area of study, a member of the Graduate Program Committee will be appointed as co-chair of the Dissertation Committee. The chair of the Dissertation Committee must be a member of the Graduate Faculty for that graduate program. Changes to the Dissertation

Committee require documentation to be signed by the Department Chair, the Associate Dean of the College, and the Dean of the Graduate School and must be received by the Graduate School. In addition to recommending the student's final program of study to the Graduate Program Committee and supervising the research and writing of the dissertation, the Dissertation Committee certifies to the academic College and the Graduate School that all degree requirements have been fulfilled.

Doctoral Dissertation

A dissertation is required of every candidate and must be an original contribution to scholarship, based on independent investigation in the major area. It must be approved by the Dissertation Committee. Registration for the dissertation must be for a period of more than one semester. 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, they are required to enroll in the appropriate dissertation course.

Final Oral Examination (Defense of Dissertation)

A satisfactory final oral examination is required for the approval of a dissertation. After the Dissertation Committee decides (which must be unanimous), to accept a dissertation for examination, the supervising professor notifies the Graduate School at least two weeks in advance of the date of the final oral examination.

The examination covers the dissertation and the general field of the dissertation, and other parts of the student's program as determined by the committee. All members of the Dissertation Committee must be satisfied that the student has:
1. Completed the work assigned by the committee
2. Passed all examinations required by the program's Graduate Program Committee, including the final oral examination
3. Completed a dissertation that is an independent investigation in the major field, and that itself constitutes a contribution to knowledge
4. Submitted an abstract for publication in Dissertation Abstracts International that meets with the approval of the committee

Once this is complete, the Dissertation Committee members sign the approval sheets for the doctoral dissertation and make an official recommendation to the academic College and the Dean of the Graduate School that the doctoral degree be awarded. Approval must be unanimous. A student must be enrolled for dissertation hours during the semester the student plans to defend the dissertation.

Licensure and Certification

Licensed Specialist in School Psychology

In the state of Texas, professionals who provide psychological services in the schools must possess the Licensed Specialist in School Psychology (LSSP) 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 National School Psychology Examination administered by ETS, and a passing score on the Board's Jurisprudence Examination. Students 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). The School Psychology curriculum at UTSA was specifically designed to capture all of these content areas, in order to facilitate students' documentation of these competencies. Students pursuing licensure in another state must check the specific requirements for that state in order to ensure that the UTSA program will meet those requirements.

Licensed Psychologist

The state of Texas also offers the Licensed Psychologist credential, which 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 School Psychology curriculum at UTSA was specifically designed to meet the requirements for doctoral-level licensure established by the Texas State Board of Examiners of Psychologists.

Nationally Certified School Psychologist

Program graduates also will be eligible to apply for the Nationally Certified School Psychologist (NCSP) credential, which is granted by the National Association of School Psychologists (NASP). In addition to earning a passing score on the National School Psychology Exam, 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.

Program Accreditation and Program Evaluation

APA and NASP Accreditation

The UTSA School Psychology doctoral program was designed and developed to meet APA and NASP accreditation standards. Accreditation is beneficial to program graduates because it enhances the academic reputation of the program and facilitates the licensure process for graduates. Accreditation of the doctoral program will take a few years to complete. The MA in School Psychology program at UTSA was granted full NASP program accreditation in the Spring of 2018.

Program Evaluation

According to Texas Administrative Code 5.52, reviews of doctoral programs occur at least every 10 years, and criteria for the review of doctoral programs must include: The Characteristics of Texas Public Doctoral Programs; Student retention rates; Student enrollment; Graduate licensure rates; Alignment of program with stated program and institutional goals and purposes; Program curriculum and duration in comparison to peer programs; Program facilities and equipment; Program finance and resources; Program administration; and Faculty Qualifications.

The Doctoral Studies 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 upon completing the program. Site 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 in order to make students more competitive for employment. Other sources of data used for program evaluation include students' scores on the National School Psychology Examination, evaluation of students' case studies, evaluations of students' portfolios, percentage of graduates obtaining the LSSP and NCSP, percentage of graduates obtaining licensure as a Psychologist, and graduates' employment rates. Student data are collected for the purpose of both formative and summative assessment.

The Portfolio includes work samples demonstrating knowledge and skills in practice domains recognized by NASP and APA. Relevant domains include: Professional Practice, Data-Based Decision Making, Student-Level Services, Systems-Level Services, Consultation, and Social and Cultural Foundations. Examples of products include Practicum and Internship evaluations, case studies, psychoeducational reports, course-related products, syllabi for all courses, research projects, and materials developed for in-services or workshops. Students are responsible for

maintaining and updating their portfolios on a regular basis in order to provide examples of their best work. The portfolio is first developed in the 2nd year and is an iterative process. You will continue to develop your portfolio each year. Your portfolio will be turned in as part of each of your annual evaluations, and during the year in which you take qualifying exams, will be part of your exam.

Tracking program graduates is the responsibility of the department's Doctoral Studies Committee. This process begins with an exit interview and includes ongoing efforts to track the professional responsibilities, positions, and accomplishments of our graduates. A structured exit interview with a member of the Doctoral Studies Committee is conducted with each graduate to assess their experiences, both positive and negative, with the program.

Many of the program evaluation data described above also will be used to pursue APA and NASP Accreditation of the doctoral program.

Continuous Program Progress and Student Evaluation

Adequate Program Progress

One component of program progress is the attainment of specific clinical skills and competencies in the areas of assessment, intervention, consultation, and supervision, as well as increased competency in scientific knowledge and research methods. Many of the courses are sequenced and require completion of one course prior to enrollment in the next. Because of the professional nature of the training program, it is critical that students progress at a rate that is consistent with program guidelines. Grades of "Incomplete" are the rare exception and are given only under extraordinary circumstances.

Students who fall behind in program sequences and activities will not meet program expectations for adequate progress and completion of the program in five (5) years. Students also are expected to make adequate progress in completing the dissertation process (pre-proposal, proposal, defense) and in applying for Internship. A finding of Unsatisfactory Progress may result in the student being blocked from further registration until such time as "progress" in the deficient area is demonstrated.

Annual Student Evaluation

All students will be evaluated at the end of the Spring semester each year they are enrolled in the program by all core school psychology program faculty. Annual evaluations will cover specific content areas (e.g., assessment, therapy, consultation, research) as well as general discussion regarding a student's progress, and professional/ethical behavior. In addition, review will consider adequate progress toward degree completion in a timely manner. Depending on their progress in the program, students may be asked to provide the faculty with documents to demonstrate skills and abilities specific to relevant objectives and may include de-identified clinical reports (pre-approved as de-identified by supervising faculty), papers completed for courses, paper presentations or in-service presentations made in class or at conferences, vita, etc.

Faculty will be responsible for filling out an evaluation form on each student after review of documents provided by the student and discussion. The summative evaluation will then be shared with the student by written letter with an opportunity for the student to respond to the comments/concerns of faculty. Each year, a decision will be made as to whether satisfactory progress is being made by that student. In cases where this is not felt to be the case, the program faculty will conduct an additional fitness-to-practice review and work with the student to develop an appropriate student development and remediation plan to address areas of concern.

Evaluation of Students' Fitness-to-Practice

Evaluation of students' development of knowledge and professional competencies will occur at annual evaluation meeting and continually throughout the program as a regular component of students' coursework. Within this context, students will be evaluated via formal exams and quizzes, projects, individual and group presentations, video- or audio-taped counseling and consultation sessions, video-taped assessment administrations, research papers, literature reviews, literature critiques, case studies, assessment reports, case notes, intervention plans, supervisor evaluations, class activities, class participation, and other methods as appropriate. In addition to academic skills, students will be evaluated based on their ability to demonstrate professional and ethical behaviors.

Formal review of students' progress and fitness to practice will occur on an as-needed basis in accordance with the program's Fitness-to-Practice policy.

School Psychology Program: Fitness to Practice Policy

This Fitness to Practice Policy applies to all students upon enrollment in the School Psychology Program and remains in effect until completion of the Program. It is important to note that satisfying the curricular requirements is not sufficient for completion of the School Psychology 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 and educational 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 Standards. These Standards are guided by the School Psychology Program Principles, which are based on the profession's values and reflect goals for those graduating from the Program. The Fitness to Practice Standards are especially critical given the nature of the services provided by school 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.

School Psychology Program Principles

Three principles represent core values demonstrated across all levels of school psychology and guide every aspect of the UTSA School Psychology Program. Implied with each is the expectation that students will embrace a rigorous and closely monitored academic plan necessary to acquire requisite skills that will be used in providing professional services to diverse schools, communities, individuals, and families. The values of human rights, respect, dignity, and integrity are clearly mandated by all those associated with this program.

Principle A: Cultural and Individual Dignity
Principle B: Commitment to Self-Reflection

Principle C: Honesty and Integrity

- **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, mores, 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 the 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 Standards

In addition to all curriculum requirements (including taking advanced coursework, enrolling in practicum and internship, and applying to take the comprehensive examination) students must meet the following standards to progress through the 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. This also includes the professional level skills in spoken English required to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

- **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 in School Psychology and Internship in School Psychology. Both university faculty and site-based supervisors will ensure that students demonstrate the skills necessary to work as practitioners of school psychology.

  These skills include (but are not limited to) the following:

  - Psychoeducational assessment and diagnosis;
  - Individual and group counseling;
  - Consultation with teachers, parents, and other professionals;
  - Crisis intervention;
  - Ethical decision making; and
  - In-service training.

- **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 school 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 coping mechanisms. He or she will handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
  - Demonstration of the judgment, emotional health, and mental health required to function effectively as a school 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., National Association of School Psychologists, American Psychological Association) in addition to the ethical and legal regulations relevant to the practice of psychology in the State of Texas (e.g., Texas Administrative Code, Rules and Regulations of the Texas State Board of Examiners of Psychologists; http://www.tsbep.state.tx.us/).

  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 (in a secure location).
  - Commitment to seek supervision when faced with ethical dilemmas or difficult situations.

It is the duty of faculty members in the 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 as explained to them.

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. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

Fitness to Practice Review (FPR) Procedures

Faculty members, staff, advisors, and field supervisors (Evaluators) will evaluate students according to the standards outlined above. All faculty members may have some input into student performance or conduct.

Students may be evaluated using the Fitness to Practice Review Form at any time during their program if and when, in the opinion of one or more Evaluators, significant deviations from the 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 using the Fitness to Practice Review Form and provide a copy of the signed form to the Graduate Advisor of Record 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, he or she will fill out the Fitness to Practice Review Form. These forms are to be

turned in to the student's Advisor, and the Graduate Advisor of Record, 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. 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, he/she 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, 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 School Psychology faculty member, at least one additional faculty member from the Department of Educational Psychology, the Graduate Advisor of Record, and chaired by the Department Chair) will meet to:
   a. Review the 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 Request for Withdrawal

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, and the Associate Dean for Graduate Studies that the student: (1) should be allowed to remain in the program with conditions/without conditions or (2) should be removed from the program, immediately dropped from enrollment in current courses, and prevented from enrolling in subsequent courses.

If the decision is to allow the student to remain in the program, the Committee may place remedial conditions (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, he or she 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 his/her 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 Resources

School Psychology students at UTSA have access to numerous resources to help them reach their academic and professional goals. Some of these resources are specific to School Psychology

students, but most are available to all graduate students at UTSA. These resources are briefly described below.

Psychological Assessment and Consultation Center

The Psychological Assessment and Consultation Center (PACC) is an important learning resource for students. Located in Durango Building Suite 4.228 and Suite 4.120, the PACC houses all of the assessment instruments used in the psychological assessment courses, 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, psychopathology, and research/statistics. The PACC serves the local community through comprehensive psychoeducational evaluations and recommendations. The PACC also has evaluation partnerships with the UTSA Department of Intercollegiate Athletics and the UTSA University Counseling Center.

Professional Organizations

Students are strongly encouraged to join professional organizations in School Psychology, such as 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 two computer lab locations, in the Business Building (BB 2.01.20) and in the Multidisciplinary Studies Building (MS 1.03.06), which offer over 100 computers in each lab. At the Downtown Campus the computer lab is located in the Frio Street Building (FS 2.400) and offers 150 computers as well as classrooms, private use areas, and study sections. Also, these labs provide software such as Microsoft Office, SPSS, and research databases such as PsycInfo, ERIC, and the Mental Measurements Yearbook that students can use to complete course assignments, presentations, and research projects.

Hours of operation vary by lab, but average from 8am to 5pm daily. 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 two Writing Institutes during the spring (spring break) and summer (May-mester) 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 offers many online resources as well, through their website and through a Blackboard course that all graduate students are automatically enrolled in called Grad Assist. Additionally, the TRC has a weekly podcast, Grad Radio, that runs during the long semesters to give students access to study and writing tips in a short, radio show format. Students can either go to the website weekly, or load them automatically onto their MP3 player.

Website: http://www.utsa.edu/trcss/index.html

The Graduate School

The UTSA Graduate School 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. Students are encouraged to take advantage of these opportunities.

The Writing Center

The Judith G. Gardner Center for Writing Excellence 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 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.

Students with Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the 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. An 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.

 Website: http://www.utsa.edu/disability/

Diversity Statement

The Regents adopted the following revised statement against discrimination for The University of Texas System and all institutions: 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 System or any of its institutions, on the basis of race, color, national origin, religion, sex, age, veteran status, or disability. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy. (Regents' *Rules and Regulations*, Series 10000, Rule 10701, Sec. 1, and Handbook of Operating Procedures, Chapter 9, 9.1). (from http://www.utsa.edu/hop/chapter9/9-1.html)

Additional Resources

Information about additional resources for UTSA doctoral students (e.g., Student Counseling Services, Student Health Services, University Career Center, Women's Resource Center, Student Activities, Veterans Affairs Office, Child Development Center, Recreation Center) can be found through the Office of Student Affairs: https://www.utsa.edu/students/

Assistantships and Financial Support

Assistantships

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

A limited number of funding packages will be available and distributed on a competitive basis. The Department does not guarantee either initial or continued financial support.

Graduate research assistantships are awarded by the Graduate Associate Dean in the College of Education and Human Development. Once an assistantship has been awarded, students should submit paperwork to human resources. To maintain an assistantship position, students must complete mandatory compliance training and be enrolled full-time (9 credits) in the fall or spring semester and at least part-time in the summer. The number of assistantships is limited

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 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.

Other Sources of Financial Support

You 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, you might teach an undergraduate course upon entry or a graduate course once a master's degree is conferred or if you come in with a master's degree. As a service assistant, you may work in a service center – such as the PACC – assisting with clinical duties. As a research assistant you have the opportunity to become involved in a faculty member's program of research. Many thesis and dissertation ideas have been generated in this fashion. 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.

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, this Program Handbook, and the Educational Psychology department website to learn more about program policies, procedures, and deadlines.

Students needing advising related to the School Psychology doctoral program should contact our Student Development Specialist, Samantha Sifuentes, at Samantha.sifuentes@utsa.edu. Samantha 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 your advisor is a faculty member who teaches courses during day and evening hours. Further, 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 both semester credit hours and grade points earned being counted. Otherwise, students at the graduate level may not elect to repeat courses for the purpose of raising a grade. However, when a course was taken more than six years ago, or 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.

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 (Fall or Spring) 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.

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".

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."

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 at the Enrollment Services Center. The Withdrawal Form is available on the Registrar's Web site (https://onestop.utsa.edu/wp-content/uploads/WithdrawalForm.pdf).

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.

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.

Academic Honesty

(From the UTSA Information Bulletin)

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
(From the UTSA Information Bulletin)

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 University 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 University 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. 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 his or her 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 to the Dean of the Graduate School. Appeals must be submitted on the Student Academic and Grade Grievance Form. The decisions of the Dean of Undergraduate Studies and 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 made.

IN NO CIRCUMSTANCES WILL GRADES BE CHANGED AFTER ONE CALENDAR YEAR.

Additional Standards and Procedures Specific to the School Psychology Doctoral Program

In order to complete the PhD in School Psychology and to be eligible to take certification or licensing examinations, students must:

- Maintain scholastic performance meeting or exceeding department standards.
- Demonstrate the acquisition of, *and ability to apply*, skills necessary to work effectively with persons and systems having diverse needs.
- Demonstrate professionalism in their interactions with others.
- Conform with the codes of ethics of relevant professional associations in psychology (e.g., National Association of School Psychologists, American Psychological Association) in addition to the ethical and legal regulations relevant to the practice of psychology in the State of Texas (e.g., Texas Administrative Code, Rules and Regulations of the Texas State Board of Examiners of Psychologists).

It is the duty of faculty members in the 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 evaluations, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the doctoral 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. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

A minimum of a 3.0 GPA will be required for graduation. No courses with the grade of "C" will be accepted toward this 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.

Additional Student Forms

Additional program information and forms are available regarding:

- Degree Plan
- Annual Student Evaluation
- Fitness to Practice Policy
- Fitness to Practice Review Form

- Comprehensive Exam Application
- Student Application for Practicum
- Practicum Student Evaluation Form
- Practicum Site Feedback Form
- Student Application for Internship
- Intern Evaluation Form
- Internship Site Feedback Form
- Memorandum of Agreement between Program and Practicum Site
- Memorandum of Agreement between Program and Internship Site
- Practicum and Internship Agreement: Student Form