



SCHOOL PSYCHOLOGY PROGRAM
STUDENT HANDBOOK

DEPARTMENT OF
Counseling, Leadership, Adult Education, & School Psychology

TEXAS STATE UNIVERSITY

A member of the Texas State University System

SAN MARCOS, TX 78666

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THE SCHOOL PSYCHOLOGY PROGRAM AT TEXAS STATE UNIVERSITY

INTRODUCTION AND BACKGROUND

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

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

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

Hundreds of students have graduated from the Program since its inception in 1969 and its Graduate College recognition in 1971. The majority of graduates of the Program have been employed as Licensed School Psychologists in Texas school districts. Graduates have also obtained school psychology positions in other states including Alaska, Arizona, California, Colorado, Florida, Illinois, Kansas, Massachusetts, New York, Oklahoma, Oregon, South Carolina, and Virginia. Some graduates have been employed as Licensed Psychological Associates with various Texas agencies and private and public psychiatric facilities. Numerous graduates have completed doctoral degrees.

The School Psychology Program is part of the Department of Counseling, Leadership, Adult Education, & School Psychology (CLAS) in the College of Education. The Department of

CLAS also includes additional graduate programs in Educational Leadership, Professional Counseling, Adult and Developmental Education, a doctoral program in Educational Leadership (with majors in School Improvement and Adult, Professional, and Community Education), and an Integrated Studies undergraduate program.

TRAINING MODEL AND PROGRAM PHILOSOPHY

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

The Program promotes respect for the individuality and worth of all people through instruction, materials, and policies. Students in the program develop self-awareness and culturally competent practice as they attain educational competencies through coursework, practicum, and internship experiences.

The Program goals and objectives reflect the *Standards for Graduate Preparation of School Psychologists (2020)* published by the National Association of School Psychologists. The Program has been designed to provide substantial preparation in the areas of data-based decision-making, problem solving, evidence-based interventions, and interactions between family, school, and community systems. These knowledge-based foundations prepare students to develop professional skills in diverse practicum and internship settings and reflect the candidate performance standards model of NASP, consistent with the Program goal for all graduates to become NCSPs and Licensed School Psychologists.

PROGRAM OBJECTIVES FOR SCHOOL PSYCHOLOGY

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

Program Standard 1: School Psychology Program Context and Structure

1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates' professional identity as school psychologists.

1.2. Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates. The school psychology program faculty need to be sufficient to advise candidates, provide instruction in highly applied courses, coordinate and supervise field experiences, engage in continuous program improvement, attend to administrative duties, and provide appropriate class sizes and sufficient course offerings to demonstrate program and candidate outcomes. Graduate preparation is designed, delivered, and assessed by a sufficient number of highly qualified faculty members who primarily are school psychologists.

1.3. School Psychology Specialist-Level Programs Only: The specialist-level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.⁶
- The supervised internship experience must be taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.
- Institutional documentation of completion of school psychology specialist-level program.

1.4. School Psychology Doctoral-Level Programs Only.

1.5. All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program. Human diversity is broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any of the above. Social justice ensures that all children and youth are valued and that their rights and opportunities are protected in schools and communities.

1.6. Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining. Respecialization is for candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining is for candidates who hold a graduate degree in a related field (e.g., special education, school counseling, or school social work).

Program Standard 2: Domains of School Psychology Graduate Education and Practice

The school psychology program should be based on the completion of an integrated and sequential

program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice.

Domain 1: Data-Based Decision-Making

Domain 2 Consultation and Collaboration

Domain 3: Academic Interventions and Instructional Supports

Domain 4: Mental and Behavioral Health Services and Interventions

Domain 5: School- Wide Practices to Promote Learning

Domain 6: Services to Promote Safe and Supportive Schools

Domain 7: Family, School, and Community Collaboration

Domain 8: Equitable Practices for Diverse Student Populations

Domain 9: Research and Evidence-Based Practice

Domain 10: Legal, Ethical, and Professional Practice

Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with Program Standard 1. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2. Internship outcome measures comprehensively assess all NASP domains and their integration. Field experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families, and schools. The following components are apparent in the school psychology program.

3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity.

3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies.

3.3. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology.

3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision.

Program Standard 4: Performance-Based Program Assessment and Accountability

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early

practitioner, independent school psychologists.

- 4.1. The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model.
- 4.2. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty.
- 4.3. The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors.
- 4.4. As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools.
- 4.5. Systematic procedures are used to evaluate and improve the quality of the program.

APPLICATION PROCEDURES AND PROGRAM ADMISSION REQUIREMENTS

The School Psychology Program admits students once a year. The priority deadline for the fall School Psychology program is January 15. Applications that are completed by January 15 are given admission priority. Faculty will consider applications until all student openings are filled. Applications received after January 15 may be reviewed on a first-come, first-served basis, with no guarantees for admission consideration. In order to gain admission to the School Psychology Program, the student applicant must:

- A. Possess a bachelor's degree from an accredited institution of higher learning, preferably with a major in education, psychology, special education, or a closely related field.
- B. Submit three letters of recommendation (with at least one academic reference preferred) regarding professional competence, character, and emotional stability to the School Psychology Program.
- C. Make application in writing on the approved form(s) to the School Psychology Program. Applicants must also complete an online Statement of Purpose. This written statement is evaluated for content, style, and quality. The School Psychology program's Statement of Purpose Form will ask applicants to respond to five mandatory prompts* and one optional prompt (see below). **Please note:** responses to each prompt will be limited to no more than 500 words in length.
 1. Why do you want to pursue training in School Psychology?
 2. Please describe the professional and academic experiences that have prepared you to

pursue a graduate degree in school psychology (e.g., experience working in schools/with children; internships, etc.).

3. Please describe the life experiences that have prepared you to pursue a graduate degree in school psychology (e.g., experience working in schools/with children; internships, etc.).
4. Please describe your strengths and how these strengths will assist you with being successful in a school psychology program.
5. Please describe your weaknesses (e.g., areas you would like to improve), and if accepted into the program, how you plan to address these weaknesses during your graduate studies.
6. If there are elements of your application that you would like us to consider (e.g., GRE scores, grade point average, background experience, etc.) please address them here, if not, you may skip this question.

D. Have a competitive GPA.

E. Gain admission to the Graduate College at Texas State University. Refer to the Graduate Catalog for additional information.

Notification process: The Texas State University Graduate College forwards student applications to the School Psychology Program Committee for review. The student is notified by the Graduate College of the action taken. If approval or conditional approval for School Psychology Program admission is granted, the applicant will receive information regarding pre-registration for coursework for the first semester. NOTE: It is the student's responsibility to inform the Program faculty of any changes of mailing/email addresses and/or phone number.

TRANSFER OF GRADUATE CREDIT

All 69 hours of academic credit leading to the degree in school psychology are obtained by the successful completion of graduate level academic coursework. No undergraduate coursework may be applied toward the degree. If students with graduate coursework from other accredited institutions wish to transfer in a course to replace a required course, Program Faculty must be able to verify that it is equivalent to the course for which the substitute is requested and

as per Graduate College policy, the course cannot have been used for credit toward another degree. In other words, courses that were used as credit toward a degree that has already been earned/completed cannot be transferred and applied toward the School Psychology Program's degree requirements. The student must provide the Graduate Advisor with a copy of the syllabus of the course taken elsewhere. Program faculty will then review it to check for content equivalency. Transfer credit must be earned at a grade of B or higher or a numerical equivalent. As per Graduate College policy, students may transfer a total of 12 hours of graduate credit. Acceptance of these semester credit hours is at the discretion of the Program faculty advisor and subject to the approval of the Department chairperson as well as the Dean of the Graduate College. Please note: You may find additional information about transferring credit here: <https://mycatalog.txstate.edu/graduate/registration-course-credit/course-credit/>

RESIDENCY REQUIREMENTS

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

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

FACULTY ADVISEMENT AND ADVANCED REGISTRATION

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

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

Registration and Advanced Registration

Advanced registration for upcoming semester coursework is completed online. Advanced registration for the spring semester is held during the preceding fall semester, and advanced registration for the summer and fall semesters are held during the preceding spring semester. Only students who are enrolled in the semester in which advanced registration is held are eligible to preregister. All others must participate in the regular registration or late registration process. It is important to note that online advanced registration for a course does not automatically grant the student admission to that course. The student is required to have completed or be completing any prerequisite coursework requirements, have had formal advisement with Program faculty, and must pay the registration fee by the deadline stipulated by the University.

TYPICAL DEGREE PLAN AND COURSE SEQUENCE

FALL SEMESTER _____	
SPSY 5385	Ethics, Standards and Procedures in School Psychology
SPSY 5300	Interviewing, Counseling, and Consulting in School Psychology
SPSY 5388	Psychometrics for School Psychologists
SPSY 5376	Psychoeducational Assessment
SPRING SEMESTER _____	
SPSY 5377	Social, Emotional, and Behavioral Assessment
SPSY 5380	Individual and Group Counseling Techniques for School Psychology
SPSY 5387	Data-Based Decision-Making in Evaluation and Intervention
SPSY 5389	Practicum in School Psychology (Univ. clinic)

SUMMER _____	
SPSY 5360	Crisis Prevention, Intervention, and Response in the Schools
SPSY 5394	Contextual Factors in School Psychology
SPSY 5399C	Fostering Self-Care and Wellness in School Communities
FALL SEMESTER _____	
SPSY 5355	Assessment of Students of Varied Languages and Backgrounds
SPSY 5389	Practicum in School Psychology (1 st school)
SPSY 5398	Alternative Eval Alternative Evaluation, Intervention, and Student Outcomes
SPSY 5390	Applied Behavior Analysis for School Psychologists
SPRING SEMESTER _____	
SPSY 5379	Prevention and Treatment of Child and Adolescent Psychological Disorders: Individual, Group, and School
SPSY 5386	Consultation and Professional Issues in School Psychology
SPSY 5396	Biological Bases of Behavior
SPSY 5389	Practicum in School Psychology (2 nd school)
SUMMER _____	
Elective #1	
Elective #2	
FALL/SPRING	
SPSY 6301	Professional Internship in School Psychology
SPSY 6302	Professional Internship in School Psychology
OPTIONAL RESEARCH COURSES	
SPSY 5181	Independent Study (1 hr research credit)
SPSY 5281	Independent Study (2 hr research credit)
SPSY 5381	Independent Study (3 hr research credit)

PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

Practicum in School Psychology

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

become oriented to the educational process, build upon prerequisite course work, and to apply their knowledge and skills in a clinic- or field-based setting. Practicum experiences occur in our university-based clinic and in regional school districts with supervision by on-site and/or university supervisors. The practica experiences are completed during academic training and are organized to complement coursework in the sequence described in the degree plan. During school-based practica, program course assignments are frequently completed in conjunction with school-based practicum responsibilities. On-campus instruction and supervision are provided concurrently as a required part of the practica. Group-based didactic instruction may also be provided by faculty or professionals representing appropriately related areas as part of the monthly school-based supervision. Students will register for a section of SPSY 5389 each semester of university- and school-based practicum.

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

The second practicum occurs upon the approval of faculty after the completion of required first-year academic coursework, including the University Assessment Clinic practicum. At this point, students have completed coursework in psychoeducational assessment, including intellectual and academic tests and measurement issues, as well as coursework covering statistics and ethics, standards, and procedures in school psychology. Students are usually in a public school setting during the first practicum where they are supervised by a Licensed School Psychologist or by another professional with a minimum of a master's degree and appropriate certification or licensure (e.g., licensed psychologist, licensed psychological associate). Among other skill building opportunities, the first school-based practicum provides the student with an opportunity for orientation to the operation and organization of schools as well as the role of the school psychologist. The specific skills and knowledge base practiced include, but are not limited to, assessment, consultation, observations of regular and special education programs and teacher instruction, and participation in interdisciplinary team meetings and parent conferences and interviews.

A second school-based practicum builds upon experience in the first school-based practicum and emphasizes, among other skills and experiences, evaluation and remediation of emotional, behavioral, developmental and learning difficulties; consultation with school or agency staff; identification and contact with community resources; and direct interventions with individuals and/or groups. At this point students have usually completed coursework in personality assessment and school-based counseling techniques and are concurrently learning about consultation and the biological bases of behavior.

In addition to the required practica described above, SPSY 5399B Essentials for the Assessment of Autism is an elective course that runs concurrent with the spring semester school-based practica. Students who enroll in this course have the opportunity to participate in the Clinic for Autism Research, Evaluation and Support (CARES). This clinic provides focused training in the evaluation of individuals who are suspected of having autism spectrum disorder. Students engage in evaluations under the direct supervision of program faculty in the College of Education Clinic facilities.

All students enrolled in practica are supervised by Program faculty who have a doctoral degree in school psychology, or a closely related field, and who may be licensed psychologists, Licensed School Psychologist, and/or Nationally Certified School Psychologists. Students are required to obtain and present documentation of professional student liability insurance for all practicum experiences. Refer to the Assessment Clinics Handbook and the Practicum Handbook for more information.

Internship in School Psychology

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

Supervision and principal responsibility for the student intern's work and work products is with the field-based school or agency. Field-based internship supervisors are licensed specialists in school psychology with a minimum of three years post-licensure experience. They

provide two hours per week of direct supervision for each intern. University School Psychology Program internship supervisors also provide an ongoing relationship with the field-based supervisor and intern. The University supervisor is a licensed specialist in school psychology and/or a licensed psychologist.

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

The second semester of internship is usually a continuation of the supervised school-based experience, or, as allowed by TSBEP rules, placement may occur in an appropriate alternative setting (e.g., a child guidance clinic, etc.). The same standards that applied to the first semester internship also apply to the second semester, with the exception, if applicable, of that portion of the internship which is not in a school setting. If a portion of the internship is completed outside a public school system, supervision is provided by a licensed psychologist. A minimum of 600 clock hours, from the minimum total of 1200 clock hours, is required to be in a school setting. During the internship year, students are required to complete and submit assignments demonstrating their competence in areas including assessment, consultation, and counseling (among other areas). Refer to the Internship Handbook for more detailed information.

SPECIALTY TRACKS

Bilingual Track

The bilingual track in the School Psychology program at Texas State University offers students an opportunity to become proficient bilingual practitioners. Once accepted into the program, interested students may be interviewed within their first year to determine their

proficiency in a language other than English. By taking additional coursework as electives and receiving bilingual supervision in their field placements, students will be able to conduct bilingual assessments in schools, meeting the needs of students and families.

Autism Track

Students in the School Psychology program who have an interest in gaining expanded knowledge and experience with students with autism spectrum disorder (ASD) can elect to follow the autism specialty track. In addition to completing core School Psychology program course work and one semester in the CARES Assessment Clinic (i.e., the elective course SPSY 5399B Essentials for the Assessment of Autism), students who wish to follow this specialty track must take one additional faculty-approved elective courses pertinent to working with students with ASD (e.g., Educating Students with ASD and Other Developmental Disabilities). Upon completion of the School Psychology program, eligible students will receive a certificate issued by the School Psychology program verifying their accomplishment.

Research Track

Research opportunities are available for students in the School Psychology program who have an interest in gaining research experience. Students may elect to follow the research specialty track by completing a total of 6 credit hours of research independent study courses (any combination of SPSY 5181 for 1 credit, SPSY 5281 for 2 credits, and/or SPSY 5381 for 3 credits that totals 6 credit hours). In these courses, students will develop a range of knowledge and skills that may include understanding research design/methods, developing research questions, conducting literature reviews, collecting data, preparing and analyzing data, summarizing and communicating results, and comprehending ethical principles and procedures. Students will participate in various activities depending on their specific research supervisor. Students will work closely with faculty supervisors to determine their specific activities and responsibilities. Examples of products resulting from research independent study courses include a literature review on a topic of interest, a written proposal for a conference poster presentation, IRB proposal submission, collection and interpretation of data, or contribution toward a peer-reviewed journal article.

COMPREHENSIVE EXAM IN SCHOOL PSYCHOLOGY

All candidates for the specialist degree in school psychology must pass a comprehensive examination. The school psychology program considers the Praxis School Psychologists (5403) exam to be its comprehensive exam. Before or during the internship year, the school

psychology student is expected to apply for, take, and pass the Praxis School Psychologist (5403) exam administered by the Educational Testing Service (ETS).

Students must obtain a passing score in order to graduate. Obtaining a passing score on the exam is also a required step in the student's pursuit of the Nationally Certified School Psychologist (NCSP) status and licensure as a Licensed School Psychologist in Texas. Information regarding application for this exam can be obtained from the ETS website (<https://www.ets.org/praxis/prepare/materials/5403>). Results of the Praxis exam, including domain scores, should be sent to the Texas State University School Psychology Program and the Texas State Board of Examiners of Psychologists.

The School Psychology Program faculty do not limit how many times a student may retake the Praxis exam. However, in order to remain consistent with Graduate College policy on degree completion time limits, which are outlined on page 13 of the Graduate Student Handbook, a) the exam cannot be taken until the student has completed at least 18 semester hours of graduate degree credit in the School Psychology program, b) may not be taken before the final term if the student has an Incomplete (I) in any course, c) cannot be taken unless the student is enrolled in at least one credit hour of course work when taking the comprehensive examination, and d) the exam must be passed within six years from date of initial enrollment in the School Psychology program.

CERTIFICATION AND LICENSURE

Nationally Certified School Psychologist

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

Licensed School Psychologist

The School Psychologist license credential may be awarded by the Texas State Board of Examiners of Psychologists (TSBEP) after graduation as well as passing the Praxis exam and the Texas Jurisprudence Examination administered by the TSBEP.

Licensed Psychological Associate

Licensure as a psychological associate (LPA) is obtained by making application to the Texas State Board of Examiners of Psychologists (TSBEP). The graduate must pass the Examination

for the Professional Practice of Psychology (EPPP) and the Texas Jurisprudence Examination administered by the TSBEP. At least six (6) semester credit hours of practicum, internship, or other structured experience are also required within the graduate degree program, while under the supervision of a licensed psychologist. Additional information about the LPA can be found on the TSBEP website: <https://www.tsbep.texas.gov/how-to-become-licensed>.

PROFESSIONAL ORGANIZATIONS RELATED TO SCHOOL PSYCHOLOGY

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

National Association of School Psychologists (NASP)

Texas Association of School Psychologists (TASP)

International School Psychology Association (ISPA)

American Psychological Association (APA)

Texas Psychological Association (TPA)

Counsel for Exceptional Children (CEC)

American Education Research Association (AERA)

Association of School Psychology Students (ASPS)

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

STUDENT FITNESS AND PERFORMANCE

Program Standards

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

Academic Honesty

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

School Psychology Program Attendance Policy

Attendance and punctuality are professional competencies reinforced in this program. Regular attendance is expected at all class meetings for all courses. Instructors must be notified of absences in advance, if possible. When advance notice is not possible, students should notify the instructor of the reason for the absence as soon as is feasible. Following the second absence from any class, the student will be required to attend a meeting within one week with the professor of the missed class and may include the program coordinator. At this meeting, faculty and the student will engage in a problem-solving discussion to mitigate the impact of the student's absences, as well as to attempt to prevent future absences, if possible. A professional improvement plan may be the result of this meeting. Excessive absences in a course may result in a grade of Incomplete, reduction of the final course grade by one letter grade, or in additional projects or papers to complete, which will be at the instructor's discretion to assign.

Assignment Grading Policy

Assignments are expected to be completed by the due date. Assignments submitted four (4) days after the due date will not be accepted. For every day the assignment is late after the assignment is due, the earned assignment score will be reduced by one letter grade.

Evaluating Student Fitness and Performance

Members of the faculty, using their professional judgment, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors' observations of student performance in class or in activities related to courses, evaluations of student performance on practica/internship, site supervisors' evaluations of student performance in practica/internship, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "satisfactory progress" refers to an academic judgment made regarding the student's fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student's violation of valid rules of conduct. Disciplinary matters are referred to the Dean of Students.

Students for whom concerns have been identified (such as during monthly faculty meetings) may be further evaluated with respect to academic skills, practice competencies, and professional/ethical conduct using the Student Mid-Semester Progress Check form developed by program faculty (Appendix C), which may be used to provide feedback to the student during an academic advising appointment with their academic advisor. Students who are not making satisfactory progress or who are not meeting Program standards may be asked to complete an improvement program and, if necessary, to withdraw from the Program. The School Psychology Student Improvement Plan form (see Appendix E) will be completed in cases where a student is asked to complete an improvement program, and additional assessment using the Student Performance Improvement Evaluation form developed by program faculty (Appendix D) may be completed to document progress as part of this process.

Student Retention Policy

Students must attain a course grade of "B" or better in all required letter-graded courses for the degree. For required practicum and internship courses, students must attain a course

grade of “CR.” A student who receives a grade below a “B” (or does not receive a grade of “CR” for practicum/internship) will be required to retake the course and achieve a grade of “B” or better (or “CR” for practicum/internship), and they may not register for courses that have the course they are retaking as a prerequisite until they have achieved a grade of “B” or better (or “CR” for practicum/internship) in that course.

If a student’s cumulative grade-point average falls below 3.0 during any semester of enrollment at Texas State, this will result in the student being placed on academic probation by the Graduate College. In the student’s next semester of enrollment, they must raise their cumulative graduate school GPA to 3.0 or above, or risk suspension by the Graduate College. When the student has achieved a GPA of at least 3.0 at the end of their semester of probation, they will be notified by the Graduate College that they have been removed from probation status. If suspended, following suspension status for six months, a student may petition the Graduate Advisor and the Dean of the Graduate College for permission for re-admission. Each re-admission decision is made on an individual basis. If a student is re-admitted after they have been suspended, they must maintain a GPA of 3.0 in each semester of enrollment.

Academic Appeal Policy

An individual course grade may be changed when the involved faculty member certifies to the university registrar that an error was made in computing the original grade. The grade change must be approved by the Department Chair, the Dean of the College of Education, and/or the Dean of the Graduate College. Students who wish to appeal a grade should first discuss the issue with the course instructor. If no resolution is reached, the student may then appeal to or discuss a concern with the department chair. If no satisfactory conclusion can be reached at this level, then the student may appeal to the college dean. The dean's decision is final.

Student Review Policy and Appeal Process

If a faculty member believes that a student is not making satisfactory progress or meeting Program standards, that faculty member will discuss the situation with the student. If the faculty member believes that the student’s performance cannot improve to acceptable standards, the faculty member may refer the student to the Program Standards Committee (PSC). This committee, comprised of three full-time faculty, will provide the student, in writing, with concerns regarding non-satisfactory progress, and provide the student an opportunity to

meet with the PSC to discuss those concerns. After considering the matter, and within 10 working days of meeting with the student, the PSC will report its recommendation for remediating the concerns to the student and the Department Chair. Remediation plans will include activities designed to provide the student an opportunity to demonstrate competency and skill in the identified areas of concern. Possible recommendations include, but are not limited to, additional supervision, written assignments, personal counseling, or retaking classes. In severe cases where remediation is not successful, suspension or dismissal from the program may be warranted. Within 10 days of the receipt of the PSC's notification, the student will either accept the PSC recommendation or appeal the PSC recommendation by notifying the Chair of the Department of Counseling, Leadership, Adult Education, and School Psychology. Lack of notification by the student is taken to mean acceptance. Noncompliance with a remediation plan may lead to dismissal from the program.

If the student appeals the decision, the Department Chair will review the Program Standards Committee's decision and either uphold or deny the appeal. The Department Chair will offer to meet with the student, the faculty member who originated the concern, and the PSC as needed, prior to making a determination. The Chair's decision on the appeal will be provided to the student in writing.

A student who is dissatisfied with the Department Chair's decision may appeal to the Dean of the College of Education. For an appeal to be considered, the student must submit a written notice for an appeal to the Department Chair within ten working days of receiving the Department Chair's decision and follow the appeal process as noted on the College of Education website (<https://www.education.txst.edu/students.html>). The Dean will consider the matter and notify the student of their decision within ten working days of receipt of the appeal. NOTE: For the official policy on the appeals process, refer to the Graduate College Catalog (<http://mycatalog.txstate.edu/graduate/education/counseling-leadership-adult-school-psychology/>).

PROGRAM POLICY ON USE OF AI

Purpose and Scope

This policy outlines expectations for the ethical, appropriate, and legally compliant use of artificial intelligence (AI) tools by students in the School Psychology program. These expectations apply across all domains of training, including academic work, clinical practice, and research. While the program recognizes the educational potential of AI tools—particularly large language models (LLMs) such as ChatGPT, Claude, or Gemini—student use must reflect the professional values of school psychology and comply with ethical and legal standards, particularly those related to client confidentiality and academic integrity.

Students are responsible for the content of all academic, clinical, and research work they submit, regardless of whether AI tools were used. Any work supported by AI must be critically reviewed, edited, and appropriately attributed. AI tools must not replace the student's own academic writing, clinical reasoning, or research decision-making. Students are encouraged to consult with faculty or supervisors before using AI tools in any new or uncertain context.

Confidentiality and Client Information

Under no circumstances should students enter information about real clients into AI tools that are not institutionally approved. This includes both identified and de-identified clinical material. Most publicly available AI tools (e.g., ChatGPT) are not HIPAA- or FERPA-compliant, and their use to process clinical information constitutes a serious breach of ethical and legal standards. Students may not use AI tools to draft psychological reports, treatment plans, clinical notes, or emails involving client material.

Academic Use

AI tools may be used in coursework with instructor permission and within the following guidelines:

- Permitted uses include outlining, grammar checking (but only to check grammar and spelling—not incorporating suggested phrases), brainstorming, or reviewing APA formatting.
- Students may not submit AI-generated content as their own.
- When AI tools are used to assist with academic work, students must include a brief note of disclosure indicating when and how the tools were used. For example:
"Portions of this paper were assisted using ChatGPT on July 7, 2025 for outlining and grammar checking. All written content reflects the student's own original work."
- Use of AI tools during in-class assessments or exams is not permitted unless explicitly approved

by the instructor.

Clinical Use

Given the ethical and legal responsibilities associated with practicum and internship placements, students may not use AI tools to support clinical casework. Specifically:

- Students may not input clinical, client-related, or school-based case material into AI tools.
- AI tools may not be used to write, revise, or summarize psychological reports or clinical notes.
- AI tools may not be used to simulate counseling, create behavior management plans, or generate diagnostic impressions, even hypothetically, unless part of a structured educational activity involving no real client data.

Students may use AI tools to explore academic content related to school psychology (e.g., reviewing intervention strategies or theoretical frameworks), provided that no client information is included. Students may also use AI to help them improve templates or to generate suggestions related to a general referral concern (e.g., identifying evidence-based reading fluency interventions), but they must not include specific case details.

Research Use

Students may use AI tools in research for specific, transparent purposes, though they should consult with the research advisor prior to using AI on a project:

- Appropriate uses include summarizing existing literature, checking grammar, outlining ideas, or assisting with coding tasks after human review.
- Students should not replace their own critical thinking processes, including integrating content, with AI.
- AI tools must not be used to fabricate, manipulate, or analyze data.
- Any use of AI in theses, papers, or presentations must be disclosed.
- Students may not enter identifiable or sensitive data into AI systems.

Violations

Misuse of AI tools will be considered to be a violation of the [Code of Student Conduct](#) and [The Honor Code](#) and may result in a referral to the Honor Code Review process as outlined in the [Honor Code University Policy \(UPPS 07.10.01\)](#), remediation, academic discipline, or removal from practicum or internship settings, depending on the severity of the situation. Repeated or serious violations may lead to dismissal from the program. For relevant information on TXSTATE policy on AI, see the following two questions located on the Honor Code FAQ page (<https://www.txst.edu/honorcodecouncil/faq.html>):

- “If my professor does not have an AI statement in their syllabus, does that mean I am allowed to

use AI?”

- “Is the use of Grammarly considered academic dishonesty?”

APPENDIX A

Honor Code

Students in the School Psychology Program are expected to adhere to the University Honor Code. When a student is suspected of academic dishonesty, Program faculty follow University procedures.

- 1) All faculty, staff and students are responsible for supporting the principles of conscientiousness, respectfulness and honesty and demonstrating a commitment to the university's Academic Honor Code. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Specific expectations for academic integrity and sanctions for academic dishonesty are outlined on the Honor Code website: <https://policies.txst.edu/university-policies/07-10-01.html>
- 2) As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor and shun mediocrity, special requests and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

- 3) Honor Code: All students are required to abide by the Texas State University Honor Code.

The pledge for students states:

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation: I pledge to uphold the principles of honesty and responsibility at our university.

The complete University Honor Code may be found at:

<http://www.txstate.edu/effective/upps/upps-07-10-01.html> and

<http://www.txstate.edu/honorcouncil/>.

Specific examples of dishonesty include, but are not limited to the following:

- Sharing/comparing answers/files for homework assignments, projects, etc. is considered academic dishonesty. Working together or tutoring (explaining to another student how to get the answer) is not dishonesty; however, telling another student the answer is dishonesty.
- Having your cell phone or other recording device out during exams or while reviewing exams is considered academic dishonesty.
- Turning in a project or other homework as your work when you did not calculate/enter/type all of the data entries yourself is dishonesty.
- Letting another student or students turn in a project(s) or homework as their work, when you did part or all of the calculations, data entries, or information gathering is dishonesty.
- You must do all the data entries yourself; watching a friend type/enter the data and printing out two copies is dishonest. Working together is acceptable. Printing multiple copies from one file and the only difference being the name of the student is cheating.
- Copying another student's file, making minor changes, and turning the work in as entirely your own is also cheating.
- Signing the attendance log for another student who is not in the classroom is dishonest.

Procedures for Student Complaints

Students with complaints or grievances should follow University policy:

UPPS No. 07.10.06. <https://policies.txst.edu/university-policies/07-10-06.html>

01.03 Texas State’s general policy regarding complaints, including student complaints, appears as part of the university’s “Compact with Texans” that can be accessed at <https://www.txst.edu/about/compact.html> . The specific section regarding student complaints provides this information:

- “1. University policy indicates that customer complaints should be directed to the specific office(s) involved in the complaint. If the complaint cannot be resolved at that level, then the complainant is instructed to contact the next-higher office in the chain of command. Currently enrolled Texas State students may also address complaints to the Dean of Students Office, where ombudsman services are provided by Mr. Vincent E. Morton, Assistant Dean of Students. The Dean of Students Office provides ombudsman services for Texas State's primary customers, the students. The function of this service is to assist currently enrolled students in achieving satisfactory resolutions to university related problems. Additionally, the Dean of Students Office makes referrals to appropriate campus departments/offices for various other customer complaints which cannot be resolved within the Dean's Office.
2. Ombudsman services are also available to Texas State faculty. Dr. Patricia Pattison, currently serves as Faculty Ombudsman.

01.03 A student who believes that specific actions, practices, or decisions regarding academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, inequitable, or inconsistent manner, as stated by appropriate university policy statements, can initiate a complaint.

APPENDIX B

School Psychology Program Student Self-Evaluation

Please rate your professional dispositions this semester.

1= Low

2= Moderate

3= High

N/A

1. Dependability (following through on commitments)
2. Punctuality (on time arrival to class and turning in assignments on time)
3. Responsiveness (replying to emails in a timely manner)
4. Oral communication skills (verbal expression is clear and understood)
5. Written communication skills (written expression is clear and understood)
6. Professional judgment (decisions are logical and considered)
7. Clinical judgment (applying knowledge and ethical judgment to cases independently)
8. Honesty and integrity (communication is truthful and respectful)
9. Taking personal responsibility for professional growth (owns mistakes, accepts responsibility)
10. Non-defensive response to feedback (when given feedback, accepts it gracefully and strives to improve)
11. Professional attitude (positive approach to learning and working)
12. Self-awareness (understanding of how my behavior on campus and in school settings reflects on the profession of school psychology and Texas State University)
13. Respect for peers (maintains respectful behavior with other students in the program)
14. Respect for faculty (maintains respectful behavior with faculty in the program)
15. Respect for site supervisors (maintains respectful behavior with site supervisors)
16. Taking initiative to solve problems (When problems arise, taking active steps to address them)
17. Summarize your current strengths and identify areas in which you would like to grow:

APPENDIX C
School Psychology Program
Student Mid-Semester Progress Check

Student: _____

Year in Program: 1st 2nd 3rd

Completed by: Student or Faculty _____ Date Completed: _____

Rating Scale				
N – Not applicable/No opportunity to observe				
0 – Never/Seldom				
1 – Usually/Frequently				
2 – Consistently/Always				
Knowledge & Core Competencies				
1. The student demonstrates understanding of foundational concepts, principles, and theories in the discipline as evidenced by assignments, assessments, and contributions to class discussions.	N	0	1	2
2. Based on completion of course assignments and assessments to date, the student is on track to pass (i.e., grade of B or better) all current classes.	N	0	1	2
3. The student demonstrates competence in writing (e.g., written assignments, assessment reports).	N	0	1	2
Interpersonal & Communication Skills				
1. The student maintains positive interactions with peers and faculty.	N	0	1	2
2. In observed interactions in recorded coursework assignments, university clinic, and/or practicum/internship, the student is able to establish a positive rapport with children and families. [Note: May not be applicable during 1 st year, 1 st semester]	N	0	1	2
3. The student participates and is engaged in class.	N	0	1	2
Legal, Ethical, & Professional Responsibility				
1. The student displays knowledge and understanding of and adherence to ethical and legal guidelines for practice, including (but not limited to) maintaining client/student confidentiality, maintaining the security of assessment measures, refraining from misuse of assessments or interventions, and working within the boundaries of competence.	N	0	1	2

2. The student receives, integrates, and utilizes constructive feedback from teachers, supervisors, and peers in a non-defensive manner.	N	0	1	2
3. The student maintains good attendance and arrives to meetings/class on time.	N	0	1	2
4. The student completes and submits work by the established due dates.	N	0	1	2
5. The student refrains from using electronic devices during class time for purposes unrelated to the class (e.g., completing work for another class, using social media).	N	0	1	2

Other Activities: ___ **Involvement in discipline-related service activities**
 ___ **Involvement in research**
 ___ **Author/co-author of conference presentation (e.g., poster)**
 ___ **Author/co-author of manuscript (submitted, in press, or published)**

Comments:

APPENDIX D
School Psychology Program
Student Performance Improvement Evaluation

Student: _____

Year in Program: 1st 2nd 3rd

Completed by: Student or Faculty _____ Date Completed: _____

Rating Scale				
N – Not applicable/No opportunity to observe				
0 – Never/Seldom				
1 – Usually/Frequently				
2 – Consistently/Always				
Knowledge & Core Competencies				
1. Based on observation of performance in related courses, the student demonstrates knowledge and understanding of measurement and statistics.	N	0	1	2
2. Based on observation of performance in related courses, the student demonstrates competencies in administering and scoring assessments.	N	0	1	2
3. Based on observation of performance in related courses, the student demonstrates competencies in interpreting assessments and using assessment data for case conceptualization and decision-making.	N	0	1	2
4. Based on observation of performance in related courses, the student demonstrates knowledge and effective application of evidence-based practices and interventions and the ability to evaluate intervention efficacy.	N	0	1	2
5. Based on observation of performance in related courses, the student demonstrates competencies in providing consultation supports to teachers, administrators, and families in response to student needs or goals.	N	0	1	2
6. The student demonstrates competence in writing (e.g., written assignments, assessment reports).	N	0	1	2
Interpersonal & Communication Skills				
1. The student maintains positive interactions with peers and faculty.	N	0	1	2
2. The student works effectively with other students on collaborative projects.	N	0	1	2
3. The student remains calm and voices thoughts in a manner that encourages	N	0	1	2

discussion and problem-solving when angry or frustrated				
4. In observed interactions in recorded coursework assignments, university clinic, and/or practicum/internship, the student is able to establish a positive rapport with children and families.	N	0	1	2
5. The student demonstrates competence in oral communication (e.g., class discussions, oral presentations).	N	0	1	2
6. The student participates and is engaged in class.	N	0	1	2
Legal, Ethical, & Professional Responsibility				
1. The student displays knowledge and understanding of and adherence to ethical and legal guidelines for practice (e.g., maintaining client/student confidentiality, maintaining the security of assessment measures, refraining from misuse of assessments or interventions, respecting the fundamental rights, dignity and	N	0	1	2

worth of all people).				
2. The student acknowledges the boundaries of their particular competencies and provides only those services and applies only those techniques for which they are qualified by education, training and experience within the context of a defined professional relationship.	N	0	1	2
3. The student receives, integrates, and utilizes constructive feedback from faculty, supervisors, and peers in a non-defensive manner.	N	0	1	2
4. The student demonstrates recognition of personal/professional strengths and weaknesses and takes responsibility for actively addressing areas in need of improvement.	N	0	1	2
5. The student exhibits self-assurance and confidence in their own ability appropriate to their level of training.	N	0	1	2
6. Based on written self-reflections and observation of performance in related courses, the student demonstrates knowledge and awareness of their own diversity and attitudes, the ways in which culture and diversity shape behaviors across settings, and the ability to sensitively integrate culture and diversity considerations in practice.	N	0	1	2
7. The student maintains good attendance and arrives to meetings/class on time.	N	0	1	2
8. The student completes and submits work by the established due dates.	N	0	1	2
9. The student responds to email communications in a timely manner.	N	0	1	2

10. The student refrains from using electronic devices during class time for purposes unrelated to the class (e.g., completing work for another class, using social media).	N	0	1	2
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Comments:

APPENDIX E

School Psychology Student Improvement Plan

Student _____ Date _____

Faculty Advisor _____

University Practicum/Internship Supervisor (if applicable) _____

Site Supervisor (if applicable) _____

Directions: The Student Improvement Plan is to be developed cooperatively by the student, the student's faculty advisor, and when applicable, the university and site supervisors of practicum or internship. This form is completed when the student's overall performance is considered to be less than satisfactory according to the School Psychology Program, CLAS Department, and Graduate College performance standards. The plan is to assist the student in achieving a satisfactory assessment and to improve his or her potential to be a successful LSSP.

I. Specific area(s) of concern:

II. Behavioral description of the student's difficulties:

III. Objectives for performance improvement:

IV. Plan for meeting objectives:

V. Implementation timeline:

VI. Assistance/resources to be provided by the program faculty (and when applicable the practicum/internship supervisor):

VII. Assessment criteria & procedures:

VIII. Date for re-evaluation:

Student signature

Date

Faculty advisor signature

University supervisor signature (if applicable)

Site supervisor signature (if applicable)

School Psychology Student Improvement Plan Follow-Up

Date: _____

Action taken by the student (provide documentation, if applicable):

The student's performance is:

_____ Satisfactory

_____ Unsatisfactory

If unsatisfactory, describe further actions to be betaken: Student will:

Advisor/Program Faculty will:

Field-based Supervisor will (if applicable): University Supervisor will (if applicable):

Student signature

Date

Faculty advisor signature

University supervisor signature (if applicable)

Site supervisor signature (if applicable)