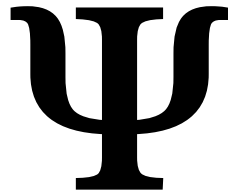


UT SCHOOL PSYCHOLOGY PROGRAM STUDENT HANDBOOK



August 2007

The School Psychology Program is accredited by the American Psychological Association.

*American Psychological Association
Committee on Accreditation
750 First Street, NE
Washington, DC 20002
(202) 336-5979
www.apa.org*

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INTRODUCTION

This handbook has been prepared to help School Psychology students matriculate through the program as smoothly as possible. It includes information about the specific requirements for the School Psychology Program as well as the requirements of the Educational Psychology Department. Also included in this handbook are helpful hints, insider information, and questions that are frequently asked by students currently in the program.

It is important to note that students enrolled in the School Psychology Program should assume responsibility for their course planning. Although a suggested program of work is provided in this handbook, students with prior graduate level coursework will need to create their own program of coursework. Students must make use of all potential sources of information (e.g., faculty advisers, student preceptors, this handbook) to plan their courses.

This guide is an ongoing endeavor. If you have any suggestions that would make the guide more useful, please provide that information to your student representative.

This handbook is not intended to take the place of the student handbook that is published by the Department of Educational Psychology (EDP Student Handbook), but rather should be used in conjunction with that guide.

DESCRIPTION AND PROGRAM GOALS

Goal/Objective 1: Prepare scientist-practitioner school psychologists who apply research to practice and contribute to psychological and educational knowledge through research.

Related Learning Competencies:

1. Students will demonstrate knowledge of research design, methodology, and statistics as related to the design, implementation, and evaluation of psychological and educational research.
2. Students will be able to complete a research paper, poster, or manuscript using the current APA style manual.
3. Students will be able to design and conduct original research under supervision.
4. Students will be able to disseminate original research to the profession via peer reviewed systems.

Goal/Objective 2: Prepare students to demonstrate knowledge of research and theory in the basic domains of scientific psychology including social, cognitive, biological, developmental, and learning.

Related Learning Competencies:

1. Students will be able to discuss orally and in writing key theoretical assumptions and empirical findings of psychology within the basic domains of psychology noted above.
2. Students will be able to integrate the basic domains of scientific psychology into their design and defense of proposed research.

Goal/Objective 3: Prepare students to develop an understanding of and ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.

Related Learning Competencies:

1. Students will be able to conceptualize cases, conduct assessments, and develop and apply interventions from multiple theoretical perspectives, including, but not limited to, the following theories or models: school learning, behavioral, cognitive-behavioral, family systems, multi-systemic, relational/interpersonal, and biological.
2. Students will be able to selectively apply and/or integrate these theoretical perspectives in case conceptualization and intervention/treatment.

Goal/Objective 4: Prepare students to develop competence in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns with a range of developmentally and culturally sensitive, as well as empirically supported, methods targeted to several levels, including the individual, family, classroom, and larger social system.

Related Learning Competencies:

1. Students will be able to determine diagnoses using standard diagnostic criteria.
2. Students will be able to conduct child and family assessment, and interpret and communicate the findings orally and in written report.
3. Students will be able to identify and apply evidence-based interventions appropriate to children and families.
4. Students will consider cultural diversity and developmental issues in all aspects of assessment and intervention.
5. Students will monitor and evaluate the effectiveness of their intervention efforts.

Goal/Objective 5: Prepare students to work as psychologists in schools, school-related settings, and other settings that serve the educational, health and psychological needs of children, adolescents, and families.

Related Learning Competencies:

1. Students will complete practicum courses in a variety of professional settings serving children and families.
2. Students will be prepared for internships in a variety of professional settings serving children and families.
3. Students will complete a program of work that meets the requirements and prepares them for licensure as a psychologist and licensure as a specialist in school psychology.

Goal/Objective 6: Prepare students to apply relevant legal and ethical principles, as well as cultural sensitivity and self-awareness, to their research, teaching, professional service and practice.

Related Learning Competencies:

1. Students will know and adhere to ethical codes, including the APA Ethical Principles for Psychologists and APA Standards for Educational and Psychological Testing.
2. Students will demonstrate knowledge of and ability to apply federal and state laws and regulations relevant to the practice of school psychology, including education of individuals with handicapping conditions.
3. Students will demonstrate a high level of professionalism in their conduct.

Goal/Objective 7: Socialize students to advance the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations.

Related Learning Competencies:

1. Students will demonstrate involvement with relevant professional organizations.
2. Students will contribute knowledge to the field through professional conference presentations and/or scholarly writing.

3. Students will participate in life-long learning as demonstrated by attendance at specialized professional training, workshops, and conventions.

OVERVIEW OF REQUIRED SCHOOL PSYCHOLOGY & EDUCATIONAL PSYCHOLOGY COURSEWORK

The Educational Psychology Departmental Core Program is required of all Ph.D. students in addition to the professional sequence of study in the School Psychology Training Program. This section first outlines those requirements, and is followed by the requirements of the School Psychology Program. This section concludes with a degree plan that combines both the program requirements and the departmental requirements.

Six-Year Degree Plan w/o Vestibule Courses

Year 1

| Fall | |
|---------------|--|
| EDP 480P | Individual Testing |
| EDP 196 | Colloquium: Departmental |
| EDP 382L | Law, Ethics & History of School Psychology |
| EDP ____ | * Domain #1 |
| EDP ____ | * Domain #2 |
| Spring | |
| EDP 489H | Academic Assessment & Intervention |
| EDP 389H | Educational Disabilities in Schools |
| EDP ____ | * Domain #3 |
| EDP ____ | * Domain #4 |
| Summer | |
| EDP 397 | Child Psychopathology |
| EDP ____ | * Domain #5 |

Year 2

| Fall | |
|---------------|--|
| EDP 389H | School Consultation Theory & Process <i>(Includes Functional Behavior Analysis)</i> |
| EDP 389H | Practicum in Psychological Assessment |
| EDP 389H | Social/Emotional Assessment for Children & Adolescents |
| EDP ____ | * Domain #6 |
| Spring | |
| EDP 389H | Practicum in School Consultation |
| EDP 389H | Cognitive - Behavioral Assessment & Intervention |
| EDP 384 | Research Methods in School Psychology |
| EDP 396T | Directed Research |
| Summer | |
| EDP ____ | * Domain #7 |

Year 3

| Fall | | Turn in Prospectus |
|---------------|--|---------------------------|
| EDP 389H | Practicum in Cognitive - Behavioral Intervention | |
| EDP 389H | Family & School Systems | |
| EDP 382L | Biological Basis of Behavior | |
| EDP 396T | Directed Research | |
| Spring | | |
| EDP 389H | Family-School Intervention | |
| EDP 389H | Practicum in Family Assessment & Intervention | |

Year 3 cont'd

| | |
|---------------|--|
| EDP 489H | Neuropsychological Assessment |
| EDP _____ | Adv Prac: Behavioral - Cognitive Intervention or * Domain #8 |
| Summer | |
| EDP 381 | * Multicultural Counseling |

Year 4**

| | |
|---|--|
| Fall | |
| EDP 489H | Interpersonal Intervention with Children & Adolescents |
| | * Out-of-department #1 (See Appendix A) |
| | * Out-of-department #2 (See Appendix A) |
| Spring Advance to Candidacy*** | |
| EDP 389H | Practicum in Interpersonal Intervention |
| EDP 399R or EDP 395 | Dissertation |
| | * Out-of-department #3 (See Appendix A) |

Year 5**

| | |
|--|--|
| Fall Dissertation Proposal by 10/15 | |
| EDP 196 | Colloquium: School Psychology |
| EDP 399W | Dissertation |
| Spring | |
| EDP 196 | Colloquium: Doctoral Research |
| EDP 399W | Dissertation |
| Summer Defend Dissertation **** | |
| EDP 399W | Dissertation (<i>necessary if defending in summer</i>) |

Year 6

| | |
|---------------|--|
| Fall | |
| EDP 394K | 3-Internship: Prof Practice in School Psychology |
| Spring | |
| EDP 394K | 3-Internship: Prof Practice in School Psychology |
| Summer | |
| EDP 194K | 1-Internship: Prof Practice in School Psychology |

*Denotes courses that may be taken out of proposed order

**Optional School Psychology Internship, EDP 394K: *School Psychology*. See description for LSSP (pg.17).

***In order to begin work on your dissertation, you must be advanced to candidacy. Prior to advancement, register for EDP 395 to work on your dissertation under supervision. Completion on prospectus, all required domain courses, and specialized competency requirement are necessary for advancement to candidacy.

**** Defending the dissertation may occur at any time; however, it must occur no later than the summer prior to internship if students wish to be exempt from automatic registration for 3 hours of dissertation each long semester until graduation.

**Six-Year Degree Plan w/ Vestibule Courses
Year 1**

| | |
|---------------|--|
| Fall | |
| EDP 480P | Individual Testing |
| EDP 196 | Colloquium: Departmental |
| EDP 380E | Fundamental Statistics |
| EDP 382L | Law, Ethics & History of School Psychology |
| EDP ____ | * Domain #1 |
| Spring | |
| EDP 489H | Academic Assessment & Intervention |
| EDP 389H | Educational Disabilities in Schools |
| EDP 380P | Measurement & Evaluation |
| EDP ____ | * Domain #2 |
| Summer | |
| EDP 397 | Child Psychopathology |
| EDP ____ | * Domain #3 |

Year 2

| | |
|---------------|--|
| Fall | |
| EDP 389H | School Consultation Theory & Process <i>(Includes Functional Behavior Analysis)</i> |
| EDP 389H | Practicum in Psychological Assessment |
| EDP 389H | Social/Emotional Assessment for Children & Adolescents |
| EDP ____ | * Domain #4 |
| Spring | |
| EDP 389H | Practicum in School Consultation |
| EDP 389H | Cognitive - Behavioral Assessment & Intervention |
| EDP 384 | Research Methods in School Psychology |
| EDP ____ | *Domain #5 |
| Summer | |
| EDP ____ | * Domain #6 |

Year 3

| | |
|---------------------------|--|
| Fall | |
| EDP 389H | Practicum in Cognitive - Behavioral Intervention |
| EDP 389H | Family & School Systems |
| EDP 382L | Biological Basis of Behavior |
| EDP 396T | Directed Research |
| Turn in Prospectus | |
| Spring | |
| EDP 389H | Family-School Intervention |
| EDP 389H | Practicum in Family Assessment & Intervention |
| EDP 489H | Neuropsychological Assessment |
| EDP 396T | Directed Research |
| Summer | |
| EDP 381 | *Multicultural Counseling |

Year 4**

| | |
|-------------|--|
| Fall | |
| EDP 489H | Interpersonal Intervention with Children & Adolescents |
| | * Out-of-department #1 (See Appendix A) |
| | * Out-of-department #2 (See Appendix A) |
| EDP ____ | * Domain #7 |

Year 4 cont'd

| | | |
|---------------|--|--------------------------------|
| Spring | | Advance to Candidacy*** |
| EDP 389H | Practicum in Interpersonal Intervention | |
| EDP 399R | Dissertation | |
| | * Out-of-department #3 (See Appendix A) | |
| EDP ____ | Adv Prac: Cognitive - Behavioral Intervention or * Domain #8 | |

Year 5**

| | | |
|---------------|-------------------------------|---------------------------------------|
| Fall | | Dissertation Proposal by 10/15 |
| EDP 196 | Colloquium: School Psychology | |
| EDP 399W | Dissertation | |
| Spring | | |
| EDP 196 | Colloquium: Doctoral Research | |
| EDP 399W | Dissertation | |
| Summer | | Defend Dissertation **** |
| EDP 399W | Dissertation | |

Year 6

| | |
|---------------|--|
| Fall | |
| EDP 394K | 3-Internship: Prof Practice in School Psychology |
| Spring | |
| EDP 394K | 3-Internship: Prof Practice in School Psychology |
| Summer | |
| EDP 194K | 1-Internship: Prof Practice in School Psychology |

*Denotes courses that may be taken out of proposed order

**Optional School Psychology Internship, EDP 394K: *School Psychology*. See description for LSSP (pg.17).

***In order to begin work on your dissertation, you must be advanced to candidacy. Prior to advancement, register for EDP 395 to work on your dissertation under supervision. Completion on prospectus, all required domain courses, and specialized competency requirement are necessary for advancement to candidacy.

**** Defending the dissertation may occur at any time; however, it must occur no later than the summer prior to internship if students wish to be exempt from automatic registration for 3 hours of dissertation each long semester until graduation.

School Psychology Program Requirements

The professional sequence of study is required of all School Psychology students. Students without extensive background in psychology usually devote six years to completing their program of work, including internship.

The School Psychology Program coursework reflects three areas of training: assessment, intervention, and research. The courses offered are listed below. The list includes both the didactic courses and the courses with an emphasis on practice.

- Professional Development
 - Law, Ethics, & History of School Psychology
 - Educational Disabilities in Schools
- Psychoeducational Assessment and Intervention
 - Individual Testing
 - Practicum in Psychological Assessment
 - Academic Assessment & Intervention
- Affective Assessment and Intervention
 - Child Psychopathology
 - Social/Emotional Assessment in Children & Adolescents
 - Interpersonal Intervention in Children & Adolescents
 - Practicum in Interpersonal Intervention in Children & Adolescents
- Behavioral Assessment and Intervention
 - Behavioral/Cognitive Assessment & Intervention
 - Practicum in Cognitive/Behavioral Intervention
- Family Intervention
 - Family & School Systems
 - Family-School Intervention
 - Practicum in Family Assessment & Intervention
- Consultation Theory and Process
 - School Consultation Theory & Procedure
 - Practicum in School/Family Consultation Intervention
- Neuropsychological Assessment
 - Biological Bases of Behavior
 - Neuropsychological Assessment
- Other Required Courses
 - Internship Colloquium
 - Course in multi-cultural assessment or related topic

Research Mentoring

In order to facilitate the development of students' skills as researchers, students in their first year are required to voluntarily commit 5 hours weekly to faculty research interests. This requirement is monitored via the Law, Ethics, & History of School Psychology course (in the Fall) and the Academic Assessment course (in the Spring). Following the first year, students are encouraged to continue their participation in faculty research

projects and should remain mindful that a requirement for advancement to doctoral candidacy is the completion of the Specialized Competency (see p.13), which involves the presentation or publication of research.

Research mentoring continues in the second year with third years with the completion of the Prospectus. as well as completion of the Research Methods in School Psychology course. Following completion of the Prospectus, students may advance to candidacy and begin work on their dissertation, typically in the fourth and fifth years of study.

Practicum

A major objective of the School Psychology Program is to prepare students to work as psychologists in schools, school-related settings, and other settings that serve the educational, health, and psychological health needs of children, adolescents and families. To acquire the competencies necessary to practice in these settings, students will complete practicum courses that are paired with a didactic course or courses. Students will gain skills in educational, cognitive, behavioral, neurological, and social-emotional assessment. Additionally, students will complete intervention practica from a cognitive-behavioral perspective, as well as practice family and interpersonal therapy and an advanced professional practicum.

The objectives for the Practicum Training are as follows:

- a. Prepare students to be self-aware, reflective psychologists, able to effectively monitor their beliefs and persona experiences as applied to professional practice.
- b. Prepare students to provide developmentally and culturally sensitive, ecologically valid, and integrated educational and psychological interventions in schools, families, and other systems.
- c. Prepare students to be able to identify the early signs of educational, psychological and behavioral health difficulties and to be able to intervene so that they prevent negative developmental outcomes.
- d. Prepare students to help educators and other caregivers acquire the knowledge and competencies needed to promote healthy development and educational attainment in youths and families.

Malpractice insurance. Students must obtain student malpractice insurance prior to the first day clients are seen at the assigned practicum site. Many students apply for student malpractice insurance with the

American Psychological Association Insurance Trust
750 First Street N.E., Suite 605
Washington, DC 20002-4242
(800) 477-1200
<http://www.apa.org/>

Practicum guidelines and procedures.

- Assignment of Practicum Sites: Students are assigned to practice sites at the beginning of the semester in which they are enrolled in the practicum or at the end of the preceding semester. The manner in which the practicum sites are assigned varies based on the course. Examples of sites that are currently used in practicum courses are found in Appendix B.
- Supervision: Students will be supervised by the practicum professor, as well as a site supervisor and/or an advanced student supervisor. In some cases, the student may also participate in peer supervision.
- Dual Role of Practicum Supervisors Not Allowed: Students should not be supervised by a supervisor who has been or is currently working with them in the role of therapist, counselor, or engaged with them in any other relationship.
- Evaluation: The method of evaluation of student performance varies by practicum. The student will be notified of the method of feedback on student performance by the practicum professor.

Documenting supervised practica experiences. Thorough documentation of a variety of clinical experiences, including tests administered, is required for the internship application. To aid in this task, students are required to log their hours in an excel template provided by the program. The final page of this template is to be turned in with the self assessment during student evaluations. An example of the final page of the template is provided in Appendix C. This template along with its instructions is available on the computers in the school psychology suite.

The excel template was created to help students keep track of their hours en route to filling out the APPIC (Association of Psychology Postdoctoral and Internship Centers) internship application. Students should become familiar with the actual APPIC application which can be found at the following website: http://www.appic.org/match/5_3_match_application.html. If students complete the template provided by the program as they matriculate through the practicum sequences, students will have less difficulty preparing for internship.

Internship

Students must complete an internship (1500 clock hours) in a setting approved by the program director. Students are strongly encouraged to apply for and complete APA-accredited internships. Most APA-accredited internships are located outside of the Austin area. Internships that are not APA accredited will be approved by the program director only if they provide a stipend, supervision by a qualified (usually Ph.D.) psychologist, and meet other relevant APPIC criteria, such as an organized sequence of training and a minimum of two interns on site.

During their internship year, students are required to register for seven hours of *EDP X94K, Internship: Prof Prac in School Psychology*. Three credit hours are to be taken in each long semester and one hour in the summer session. Typically summer

internship registration occurs in the summer session that represents the third trimester of the internship. Students with an early internship start date, e.g. July 1, may opt to register for internship in the first trimester. In making registration decisions, students should keep in mind that they need to be registered for courses in the semester they graduate.

Helpful hints for the application process.

- Obtain the internship application from the APPIC (Association of Psychology Postdoctoral and Internship Centers) web site, <http://www.appic.org>. The application is downloadable in both PC and Mac formats. Most internships use the APPIC universal application. This application includes the rules for internship interviews and other critical information. The APPIC practicum form is included in this handbook, but it is advisable that students obtain the full application early in the program. If the application is downloaded from the web, the student can edit the form after each practicum on their home computer.
- Consult the APPIC directory for potential internship sites. This directory can be found in SZB 254J, but should remain in the suite. Previous years' directories can be checked out overnight. There is also a drawer of internship site information in the SZB 254 suite, including sample APPIC applications and sample vitae.
- Consult the internship booklet. This booklet is comprised of previous students' experiences while interviewing at various internship sites. The internship booklet provides students' opinion on internship sites and provides information about the interview process at those sites.
- Once the student has selected potential sites, they should request current information from each agency of interest. It is important to request the information early since some sites do not respond immediately to phone and mail requests. Additionally, students should be extremely organized. Keep a folder for every site under consideration and make sure all correspondence is included in the folder.
- Each student is required to enroll in the internship colloquium during the fall semester of the year they intend to apply for internship. In the colloquium, students are provided updated information and strategies for obtaining an APA accredited internship. Students are also given the opportunity to participate in mock interviews, to discuss vignettes, and to review potential interview questions.

Important deadlines.

Students **MUST** be advanced to candidacy and have completed their preliminary dissertation proposal meeting **before** they can apply for internship. The deadline for proposal meeting is October 15th. Internship application deadlines begin November 1st. See Department of EDP Student Handbook for additional information on *Advancement to Candidacy*.

Educational Psychology Departmental Requirements

Overview

- Proficiency Exams
- Vestibule Courses, if required
- Departmental Colloquium
- 8 Domain Courses including:
 - 1 primary from each of the five domains
 - 1 secondary (or another primary) from domains 1, 2, and 5
- Research Prospectus and Evaluation (2 semesters)
- Specialized Competency Requirement
- Doctoral Colloquium
- 9 hours of Out-of-Department Courses
- Dissertation Research (continuous enrollment after advancement to candidacy)

Proficiency Exams and Vestibule Courses

Proficiency exams are administered prior to the start of the Fall semester. They cover content of prerequisites for both Experimental Design & Theory and Methods domain courses. Those prerequisites are Statistics (Fundamental Statistics) and Measurement (Measurement & Evaluation). Students failing to achieve a passing score on either exam will enroll in the corresponding vestibule course. To help students prepare for these exams, a suggested reading list is compiled and published each year on the Department's Current Students page, under New Student Information.

Departmental Colloquium

The Departmental Colloquium course is taken in the Fall semester of the student's year of admission into the Program. The purpose of this colloquium is to introduce students to department faculty as well as the requirements of graduate study.

Domain Courses

A listing of available domain courses can be found on the EDP website at <http://edpsych.edb.utexas.edu/curriculum/domains/courses.php>. Students must complete a minimum of two courses (including at least one primary course) in Domains 1 (Research Methods & Data Analysis), 2 (Psychometric Theory & Methods), and 5 (Learning & Cognition), and a minimum of one primary course each in Domains 3 (Developmental Psychology) and 4 (Social-Personality Psychology).

Prior to the semester in which their prospectus is due, students must have satisfactorily completed six of the above domain courses (one primary and one secondary for Domain 1, and one primary each in Domains 2, 3, 4, and 5).

Prospectus

As part of qualifying for admission to doctoral candidacy, each student must prepare, and be examined on, a prospectus based on some topic of research interest relevant to educational psychology. The prospectus will consist of an integrative review and a proposal for a research study based on the chosen topic. The prospectus is prepared under the supervision of a prospectus adviser, who will be selected from available faculty by the student and appointed by the Graduate Adviser. An overview of the prospectus process can be found on the Departmental website at:

<http://edpsych.edb.utexas.edu/prospectus/>.

The School Psychology Program advises its students to turn in the prospectus in the 5th or 6th long semester, depending on the results of the proficiency examinations. With consent of the program chair and graduate adviser, this may be earlier for students who enter the program with a master's degree in School or Clinical Psychology. Prospectus advisers are chosen one year prior to the prospectus due date.

Prospectus deadlines.

- Document due date: Monday of the second full week of the semester in which the prospectus is due
- Written exam: Held on the Friday of the third full week of the semester in which the prospectus is due
- Oral exam: To be held by Wednesday of the sixth full week of the semester in which the prospectus is due

Helpful Hint: Start early! Although, you are only required to register for Prospectus hours for two semesters, this does not mean that you cannot start your literature review before then.

Specialized Competency Requirement

This is a department requirement for advancement to candidacy. The Specialized Competency Requirement for School Psychology is the submission of a first-author manuscript for publication (chapter or article) or the completion of a first-author presentation (paper or poster) at a recognized annual convention of a learned society. This requirement must be completed in order for the student to advance to candidacy. Once the requirement has been met, the student should submit the appropriate documentation to the Program Director for approval. This is then filed with the Graduate Coordinator in 504.

If the student chooses to submit a first-authored manuscript for publication, then the student will have fulfilled the requirement at the point that he or she responds to the editorial review in writing. Because publication may not be under the control of the student, it is not required. Students will need to submit a copy of their correspondence with the editorial review committee and a copy of the paper for documentation of approval.

If a student chooses to present a scholarly paper or poster at a conference, then the student will have fulfilled the requirement when he or she has: (a) written and presented the paper, or (b) written a paper that was not approved for presentation, but has received an acceptable review by his or her adviser. While students are encouraged to submit the paper proposal to a national conference (e.g., APA, NASP), a state level or local conference is acceptable. When presented, students will need to submit a copy of the conference program (that indicates their participation) along with a copy of the paper for documentation of approval. These submissions should be made to the Program Director, with a copy sent to the Graduate Coordinator for documentation.

Doctoral Colloquium

The Doctoral Research Colloquium is typically taken the year that students apply for internship. The colloquium may be taken in either the Fall or Spring semester. The purpose of this colloquium is to provide students a forum in which to present their dissertation proposals to groups of their peers and receive constructive feedback.

Dissertation

The dissertation process is outlined in the EDP Student Handbook: (<http://edpsych.edb.utexas.edu/dissertation/>). The step-by-step process from GSC recommendation for advancement to candidacy through electronic filing of the dissertation is covered. Please review this information when you begin planning your dissertation.

Despite the explicit discussion about the dissertation process in the EDP Student Handbook, some questions among school psychology students are common.

- 1) ***How much do I work on my dissertation with my committee members versus my chair?*** This varies for each chair and committee member. It is best to clarify roles and expectations with each committee member.
- 2) ***When and for how long must I register for dissertation hours?*** The minimum number of dissertation hours required for the doctoral degree is six or two sequential semesters, one of EDP 399R and a second of EDP 399W. Few students, however, complete their dissertation in two semesters! Once you begin the dissertation process, the Office of Graduate Studies automatically registers eligible students for dissertation hours each long semester until you graduate. You must go online and verify if the registration is accurate, though. If you work on the dissertation during the summer and are using the time of your chair, or plan to either propose or defend, then you should also be registered for dissertation hours. Remember that School Psychology students who defend their dissertation prior to internship are exempt from dissertation registration during their internship. See <http://edpsych.edb.utexas.edu/dissertation/>.

- 3) *When do I turn in my dissertation? To the committee? To the Graduate School?* The final draft of your dissertation should be provided to your committee at least two weeks in advance of your final oral defense. Most commonly students hand it to their committee members and simultaneously get the faculty member's signature on the **Request for Final Orals** form (http://www.utexas.edu/ogs/pdn/pdf/req_for_final_oral.pdf). Students complete all requested changes to their dissertation following the final oral defense meeting and upon approval of their Chair, submit the final dissertation to the Graduate School.
- 4) *Do I need to provide hardbound copies of my dissertation to my committee?* As a courtesy to your committee, you should provide each with a copy of your final dissertation. Whereas it used to be customary to provide bound copies, in the electronic age, you should provide the committee members with a copy of your dissertation in the format that they prefer.

ADDITIONAL DEGREES OR CERTIFICATIONS en route to the PhD

The School Psychology program adheres to the APA policy that the doctoral degree is the entry level required for practice as a psychologist. It is expected, therefore, that students will meet requirements and seek licensure as a psychologist in the state in which they choose to practice. For licensure requirements in Texas, see <http://www.tsbep.state.tx.us/>. Students may wish, however, to obtain additional degrees or credentials en route to the PhD.

Master of Arts in Educational Psychology (with specialization in School Psychology)

The M.A. component in the program/specialty areas in Educational Psychology is designed to permit doctoral students to obtain a master's degree on their way to the Ph.D. It is not designed for students wishing a terminal master's degree. Additionally, the MA is required for licensure as a Psychological Associate.

Six Domain courses:

- 2 in Domain 1
- 2 in Domain 2
- 1 each in Domains 3 & 4
- 2 in Domain 5
 - Psychology of Learning
 - Instructional Psychology

Major Area Courses:

- EDP 480P Individual Testing
- EDP 489H Academic Assessment & Intervention
- EDP 389H Law, Ethics, & History

One of the following:

- EDP 389H Affective Assessment (is this Soc/Emot or Interpersonal?)
- EDP 389H Neurological Assessment & Intervention
- EDP 389H Cog/Behavioral Assessment

One of the following:

- EDP 389H Family Psychology
- EDP 389H School Consultation Theory

One practicum course:

- Cog/Beh, Neuro, Affective, or Family

Special Populations:

- Child Psychopathology

Minor Area Courses outside of Educational Psychology:

- 6 hours

Master's Report:

- EDP 398R – most students revise their prospectus to conform to the guidelines required by the Graduate School and their specialty area

Advantages to seeking the degree are:

- a) Permits licensure as a psychological associate;

- b) May enhance employment opportunities and scope of practice;
- c) Good insurance in case you don't finish your PhD!

Master of Arts in Educational Psychology (with specialization in Program Evaluation)

Another degree that is often of interest to students in this program is the M.A. in Program Evaluation. Detailed information about this program may be found at <http://edpsych.edb.utexas.edu/admissions/programEval.php>. Many employment settings consider program evaluation skills useful.

Licensed Psychological Associate

The Texas State Board of Examiners of Psychologists requires a master's degree of at least 42 semester credit hours (at least twenty-seven of which must be in psychology). Four hundred and fifty hours of practicum, internship, or experience in psychology, in no more than two placements, supervised by a licensed psychologist must be completed before the written exam may be taken. Applicants who have a master's degree in psychology from a regionally accredited educational institution and who have not satisfied the Board's requirements will given the opportunity to satisfy current requirements of the Board as long as certain conditions are met.

The degree requirements for the Masters of Arts for Educational Psychology with specialization in School Psychology meet the curriculum requirements for the Psychological Associate.

In addition to the master's degree, the Board requires passage of the Examination for Professional Practice in Psychology at the master's level at 55%, and passage of the Jurisprudence Examination at 80%. Further information about the examination or the licensure process can be found at <http://www.tsbep.state.tx.us/>.

Benefit: If the Examination for Professional Practice in Psychology is passed at 70%, students do not have to retake it later at the doctoral level.

Licensed Specialist in School Psychology (LSSP)

The Texas State Board of Examiners of Psychologists requires the completion of a training program in school psychology approved/accredited by the American Psychological Association or the National Association of School Psychologists or a master's degree in psychology with specified course work; the passage of the National School Psychology Examination at the score of 660; and the passage of the Jurisprudence Examination at 90%. Detailed information about this license may be found at <http://www.tsbep.state.tx.us/>. The following guidelines governing this license were taken directly from the *Psychologists' Licensing Act and Rules and Regulations of the Texas State Board of Examiners of Psychologists* (published July 1, 2005). These guidelines

cross-reference a number of additional rules of the Board, which may be accessed at [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=3&ti=22&pt=21](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=3&ti=22&pt=21). Note – courses in parentheses will fulfill requirement.

- (a) Application Requirements. A completed application for licensure as a specialist in school psychology includes the following, in addition to the requirements set forth in §463.5 of this title (relating to Application File Requirements)
- (1) Documentation of an appropriate graduate degree; and
 - (2) Documentation from the National School Psychologists' Certification Board sent directly to the Board indicating the applicant holds current valid certification as a National Certified School Psychologist; or
 - (3) Documentation of the following sent directly to the Board
 - i. transcripts that verify that the applicant has met the requirements set forth in subsection (b) of this section;
 - ii. proof of the internship required by subsection (c) of this section if the applicant did not graduate from either a training program approved by the National Association of School Psychologists or a training program in school psychology accredited by the American Psychological Association; and
 - iii. the school that the applicant received on the School Psychology Examination sent directly from the Education Testing Service.
 - iv. three acceptable reference letters from three different individuals who are licensed as psychologists or specialists in school psychology or are credentialed in school psychology in their respective jurisdictions.
- (b) Training Qualifications. Candidates for licensure as a specialist in school psychology who hold a currently valid National Certified School Psychologist (NCSPP) certification or who have graduated from a training program approved by the National Association of School Psychologists or accredited in School Psychology by the American Psychological Association will be considered to have met the training and internship qualifications. All other applicants must have completed a graduate degree in psychology from a regionally accredited academic institution, and have completed at least 60 graduate level semester credit hours, also from regionally accredited academic institution, no more than 12 of which may be internship hours. All 60 hours do not have to be obtained prior to the conferral of the graduate degree and the applicant need not be formally enrolled in a psychology program to obtain graduate hours after the degree date. For purposes of this rule, a graduate degree in psychology means the name of the candidate's major or program of studies must be titled psychology. These applicants must submit evidence of graduate level coursework as follows:
- (1) Psychological Foundations; including:
 - i. biological bases of behavior (*EDP 382L – Biological Basis of Behavior*)
 - ii. human learning (*EDP 382L – Psychology of Learning*)
 - iii. social bases of behavior (*EDP 381M – The Individual in Society or EDP 381M – Seminar in Social Psychology*)
 - iv. multi-cultural bases of behavior (*EDP 381 – Multicultural Counseling*)
 - v. child or adolescent development (*EDP 385 – Child & Adolescent Social & Cognitive Development*)
 - vi. psychopathology or exceptionalities (*EDP 397 – Child Psychopathology*)

- (2) Research and Statistics (*EDP 482K Experimental Design*)
 - (3) Educational Foundations; including any of the following:
 - i. instructional design (*EDC 381J or EDP 382 – Psychology of Teachers and Teaching or EDP 382L – Instructional Psychology*)
 - ii. organization and operation of schools (*EDA 380G*)
 - iii. classroom management; or
 - iv. educational administration;
 - (4) Assessment; including:
 - i. psychoeducational assessment (*EDP 480P – Individual Testing*)
 - ii. socio-emotional, including behavioral and cultural, assessment (*EDP 389H – Social/Emotional Assessment of Children and Adolescents and EDP 389H – Behavioral/Cognitive Assessment and Intervention*)
 - (5) Interventions; including:
 - 1. counseling (*Option of any School Psychology practicum course in counseling, including Family Therapy, Interpersonal Therapy, and Cognitive-Behavioral Therapy. This also includes Crisis Intervention, Solution-Oriented Counseling, or Group Counseling (EDP 381.20)*)
 - 2. behavior management (*EDP 389M Behavioral/Cognitive Assessment and Intervention or Classroom Interventions*)
 - 3. consultation (*EDP 389H – School Consultation Theory & Practice*)
 - (6) Professional, Legal and Ethical Issues (*EDP 389H – Law, Ethics and History*)
 - (7) A Practicum
- (c) Completion of internship. Applicants must have completed a minimum of 1200 hours, of which 600 must be in a public school. A formal internship or other site-based training must be provided through a formal course of supervised study from a regionally accredited institution of higher education in which the applicant was enrolled or be obtained in accordance with §463.11(c)(1) and (c)(2)(C) of this title (relating to Licensed Psychologist). The internship in the public school must be supervised by an individual qualified in accordance with §465.38 of this title relating to Psychological Services in the School). Internship which is not obtained in a public school must be supervised by a licensed psychologist No experience with a supervisor who is related within the second degree of affinity or within the second degree by consanguinity to the person, or is under Board disciplinary order, may be considered for specialist in school psychology licensure. Internships may not involve more than two sites (a school district is considered one site) and may be obtained in not less than one or more than two academic years. These individuals must be designated as interns. Direct, systematic supervision must involve a minimum of one face-to-face contact hour per week or two consecutive face-to-face contact hours once every two weeks with the intern. The internship must include direct intern application of assessment, intervention, behavior management, and consultation, for children representing a range of ages, populations and needs.
- (d) Additional Requirements. In addition to the requirements of subsection (a) through (c) of this section, applicants for licensure as a specialist in school psychology must meet the requirements imposed under §501.255(a)(2)-(a)(9) of the Psychologists' Licensing Act.
- (e) Examinations. Applicants must take the National School Psychology Examination administered by the Educational Testing Service and obtain at least the current cut-off score for the NCSP before applying for the licensed specialist in school

- psychology. Following Board approval, an applicant for licensure as a specialist in school psychology must take and pass the Board's Jurisprudence Examination.
- (f) Trainee Requirements. An applicant for the specialist in school psychology license who meets all the requirements, prior to taking and passing the Jurisprudence examination, may, in accordance with §465.38(4) of this title (relating to Psychological Services in the School), practice under supervision as a trainee for up to one calendar year.

Important Note: As underlined above, students who complete their doctoral program in School Psychology at UT will have met the curriculum requirements, including the internship, for the LSSP in the State of Texas. Students who wish to engage in school-based practice in another State should check their licensure regulations. Students who wish to obtain the LSSP prior to completion of the doctoral degree will need to meet the curriculum requirements listed above, including the 1200-hour internship, 600 hours of which must be school-based. The appropriate course registration for this internship is: *EDP X94K: Internship: School Psychology.*

ADVISING

Academic Advisers

Each student accepted into the School Psychology Program is assigned a core member of the faculty as an adviser. The role of the student's academic adviser is to oversee the selection of their coursework. (Note: students are advised in their initial semester in the School Psychology Program as a group by the Program Director.) To assist with this process, students should use the Course Advising Worksheet (Appendix F).

Your adviser will be a resource in helping you make decisions about the selection of particular classes and the sequencing and balancing of your course load. You should plan to meet with your adviser to discuss your progress through the program at key points during your work in the program. Additionally, each time you register, you will need the approval of your adviser for the courses you have selected. Academic advisers will post available times prior to registration. Registration for the Summer and Fall semesters generally takes place in April. Registration for the Spring semester generally takes place in October.

In order to be allowed access to registration, you must show proof you have received academic advising. Before meeting with your adviser, write your name and EID, along with the unique number and course name of the classes for which you would like to register onto an index card (index cards are available from the School Psych suite or from 504). Your academic adviser will initial the card if your course selections are approved. Take your initialed card to the Educational Psychology main office in SZB 504, where the staff will (1) lift your advising bar and (2) either clear you to register for the course(s) or place you on the wait list. This will allow you to register through the Registrar's Online Services (ROSE) (<https://utdirect.utexas.edu/registrar/reg/Pregistration.WBX>). Be sure to clear any other bars which may keep you from registering, such as owing money for library books, money to the health center, etc. These bars will be listed on your Registration Information Sheets (RIS) that you may obtain online a few weeks prior to registration. In many cases, financial bars may be cleared by making payments (in person or by mail) to the Office of Accounting located in the Main Building.

Upon entering candidacy, your dissertation committee chair becomes your academic adviser.

Prospectus Advisers

You will select a prospectus adviser at least two long semesters before you intend to submit your prospectus. Your prospectus adviser can be any faculty member in the Department of Educational Psychology. Students are introduced to departmental faculty at their first semester colloquium. It is recommended that students review faculty members' research interests prior to selection day. Each faculty member in the Department only has a specific number of openings for prospectus advisees. Therefore, the student may not always get their first choice for prospectus adviser.

Students should be prepared to have alternate prospectus advisers since they will only be able to select advisers from the pool of those who are available at the time and their order of selection is randomly assigned. Seeking consultation from fellow students regarding selection of a prospectus chair can be helpful.

A description of the prospectus adviser selection process can be found on the Departmental website at: <http://edpsych.edb.utexas.edu/prospectus/adviser.php>.

STUDENT EVALUATION PROCESS

Evaluation by the Program

All students are evaluated annually by the School Psychology Program faculty. Faculty members meet to discuss the progress of each student. Student progress is rated on the general categories of Research, Practice, and Professional Behavior. In addition to the faculty assessment, students complete a self-assessment. As part of this assessment, students are required to fill out an online self-evaluation questionnaire which must be printed out and handed in to the student's adviser along with a vita and the last page of the student's APPIC hours log (Appendix C). After all ratings have been completed, tabulated, and reviewed by the faculty, advisers will schedule a meeting with each student to provide verbal and written feedback on the student's progress through the Program. A sample of the form used for the evaluation can be found in Appendix D.

Evaluation by the Department

The Graduate Studies Committee (GSC) is a committee composed of all assistant, associate, and full professors. In addition to establishing degree requirements and policies for department requirements, the GSC evaluates students' performance on prospectus using scores given by the students' prospectus committee, grades in course work, and assessments by faculty familiar with the student's work. The GSC evaluates a student's performance on the qualifying procedure for advancement to candidacy (i.e. the prospectus) and determines whether the student can advance to candidacy. The GSC also reviews a student's progress towards dissertation completion following advancement to candidacy.

Corrective Actions that may be taken by the Program or Department

Corrective Feedback

The program faculty may indicate to the student in writing an area of professional skill or behavior is in need of attention. This most commonly occurs following the annual student evaluations.

Additional Requirements Imposed

Either the GSC at the departmental level or the Executive Committee at the program level may require students to complete additional coursework, practica, or other learning activities deemed necessary to remediate a performance or skill deficit.

Probation

The program faculty may put a student on probation if there is a serious question about the student's ability or willingness to perform adequately in either their academic or professional roles. For example, the faculty may put a student on probation pending

resolution of a personal problem that appears to be interfering with the student's adequate performance in practicum or internship, or if there is a question about the student's professional/ethical conduct, or if the student has failed to make progress with a research commitment, such as the collaborative research project despite prior feedback.

Termination from Program

Students who, in the view of faculty, have not satisfactorily met the conditions of their probation, may be advised to withdraw from the program, advised to seek a terminal masters degree, or terminated from the program.

STUDENT-FACULTY RELATIONS

The School Psychology Program recognizes the right of students to be treated without discrimination and with courtesy and respect. Faculty, student, and staff interactions should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and the profession of psychology.

Student Representatives

Toward the goals of collegiality and enhanced communication between the program faculty and students, a student representative and alternate from each class/cohort is elected in the early fall of every year. The student representatives join the faculty in program-related meetings to represent the perspective of their cohort, assist the program chair and administrative associate in the planning and execution of special student events, and may serve as a conduit by which student complaints may be made known to the faculty (see student complaints below). Responsibilities by cohort are listed in Appendix G.

Student Protections

Students at the University of Texas are afforded a number of academic and legal protections in accordance with state law. These protections are detailed in the EDP Student Handbook. Topics covered include:

- Student Grievance Procedure for Academic Complaints
- Petitions
- University Policies Protecting Students
- Student Grievance Procedure for Non-Academic Complaints
- Office of the Ombudsman
- Adjudicating Grievances of Graduate Students
- Disabilities

Guidelines for authorship of publications that may result from research collaboration are provided by the American Psychological Association's, Ethical Principles of Psychologists and Code of Conduct (see 6.23 Publication Credit). These guidelines are elaborated in the APA Publication Manual (5th ed.) (www.apa.org/books/4200061.html). These guidelines may also be found in the EDP Student Handbook.

Student Complaints

Of course it is the hope of the faculty that students are generally satisfied with the program and/or feel their concerns may be voiced and readily heard by the faculty. In the event that an individual student or group of students have a complaint, several mechanisms are in place to facilitate a response by the faculty.

One route is to voice the complaint directly to the school psychology program director or to a faculty member, if the concern directly relates to them and/or the courses for which they serve as instructor. An alternative route is to voice the complaint to your student representative. One of the roles of the school psychology student representative is to represent student concerns about the program and faculty to the faculty as a group. If students do not feel that their concerns are being heard by the program faculty, concerns may be brought directly to either the chair or graduate adviser in the department, the UT Student Ombudsman, or the Associate Dean or Dean of the Graduate School.

Formal complaints or grievances must be made in writing and conform to specific policies and procedures (see EDP Student Handbook).

RELEVANT PROFESSIONAL INFORMATION

“Extender” Rule Governing Unlicensed Practice

The Texas State Board of Examiners of Psychologists has established that only individuals who are “licensed by the Board or who are specifically exempted... may be employed by a psychologist and/or engage in the delivery of psychological services. Unlicensed, non-exempt ‘extenders’ may not be employed to provide any type of psychological services under the supervision of a licensed psychologist.”

Effectively, this precludes unlicensed individuals from being employed in a position in which they would provide psychological services. Exemption from this rule occurs under three conditions, only:

- Students may provide psychological services under the supervision of a licensed psychologist, if those services constitute a part of his/her course of study.
- Post-doctoral level individuals may practice under supervision for purposes of obtaining the year of post doctoral experience required for licensure as a psychologist.
- In pursuant of the LSSP, individuals must obtain 1200 hours of supervised practice, 600 of which must occur in a public school district.

In summary, if employed by a private practice psychologist in the community, unless your duties are limited to data entry, clerical work, or the administration and scoring of tests that are not restricted to use by a licensed professional, you should be also be enrolled in relevant coursework.

Membership in Professional Organizations

Students are highly recommended to obtain membership as Student Affiliates in the American Psychological Association. An application for membership, as well as information concerning fees and benefits may be found at <http://www.apa.org/membership/forstudents.html>.

INSIDER INFORMATION

Establishing Residency

Under a new residency statute, SB1528, a student who resides in Texas for one year can establish a domicile. A domicile in Texas is presumed if, at least 12 months prior of the census date of the semester in which a person enrolls, at least one of the following applies: 1) the person owns real property in Texas, 2) the person owns a business in Texas, 3) the person is married to someone who has established a domicile in Texas, or 4) the person has had gainful employment other than work-study and other such student employment in Texas. The residency rules and regulations for the University can be viewed at <http://www.utexas.edu/student/admissions/residency/>.

Library Resources

Learning Resource Center

Instructional Materials Collection, Room 438 in the Education Building

- Materials reserved for students' use by instructors.
- Education and Psychology literature.

General Library System

Perry-Castaneda Library, located at the Southwest corner of the intersection of 21st and Speedway.

- UT offers many different libraries throughout the campus for the use of graduate students. Perry-Castaneda Library (PCL) offers the most services that graduate students will use. A listing of the locations and hours of all the libraries is available at the information booth in PCL.
- Reference Room, PCL
- Info-Track - Identifies recent articles about subjects you request
- PsycInfo on CD-ROM - A computerized Index to literature in psychology
- ERIC on CD-ROM - A computerized Index to literature in education
- These sources can be utilized through the computers in the reference library. The computers offer direct access through CD Rom and Internet access.
- Students with home computers and Internet access can visit the UT homepage at <http://www.utexas.edu>. There are multiple links to library resources.
- Information Booth and adjacent wall, PCL - Displays of hand-outs that provide information about library services

Copying & Printing Services

Departmental Printers & Copiers

Departmental printers and copiers are not available for student use. Personal printing jobs, including reports for class, prospectus reports, defense reports and journal articles should not be sent to Ed Psych printers.

Learning Technology Center (LTC)

In the Education Building, Room 536, a copier is available for students' use - 10 cents per copy without a copy card (need a copy card, available from the PCL). An IF account and Bevo Bucks are needed for non-copier printing in LTC labs.

Perry-Castaneda Library (PCL)

Copiers are available on floors 1, 2, 4, & 6.

Computer & Software Resources

Learning Technology Center

The Learning Technology Center (LTC) on the 4th and 5th floors of the Sanchez building is available to students. A detailed summary of services, including hours of operation, can be found at the LTC website (<http://www.utexas.edu/education/LTC/students.php>). The LTC is not typically open in between semesters.

Flawn Academic Center

The Flawn Academic Center is located in the Tower area, between the Main Building and the Union. A variety of computing services are offered. A detailed listing of services can be found on their website (<http://www.utexas.edu/computer/fac/services.html>).

Loans to Purchase Computers

University Federal Credit Union offers special loan programs for the purchase of computers. Students can obtain this information at Member Services at 467-8080.

Campus Computer Store

The UT Campus Computer Store, located in the Flawn Academic Center, offers greatly reduced pricing on a wide variety of software packages for both MAC and PC users. For more information, visit their website at <http://www.campuscomputer.com>

Statistical Software

Many classes require students to use one of a variety of statistical software packages. SPSS, widely used and considered one of the more user-friendly programs, is available for free use in the LTC on the 5th floor of the Sanchez building. SPSS, with a 4 year limited license, may also be purchased from the Campus Computer Store for \$200 (retail price with an unlimited license approx. \$1000).

FREQUENTLY ASKED QUESTIONS

Work and Financial Aid

How do I get information on scholarships and fellowships? For information about fellowships and scholarships, please consult the EDP Student Handbook.

When are most of the deadlines for University fellowships? All department, College of Education, and university fellowships may be applied for with a single application, announced in the Fall and due in mid-December. Again, it is essential for students to do their own homework and obtain applications as soon as they are available.

Can I get support for attending a professional conference? There are two sources of student travel support available for EDP students. The Graduate School travel award is intended to support travel to conferences to present papers by EDP doctoral candidates who are near graduation. In general, about half a dozen School Psychology students receive these awards, which are approximately \$100-\$150. The application form for this award is in SZB 504 in the forms rack. Students may complete the application and submit it to the Graduate Adviser.

The second source of travel support is funded by the College of Education, and is intended for students who are coauthors of accepted papers based on collaborative research with a tenured/tenure-track member of the EDP faculty. These awards are approximately \$100-\$200 and are prorated in terms of number of previous awards the student has received and funds available. To be considered for this support, students must be nominated by the faculty member with whom they have a co-authored presentation. Faculty are contacted annually to identify their student co-authors.

How do I apply for a TA position? Each year, interested students should send required information to Jena Crim in SZB 504. Complete information is available at <http://edpsych.edb.utexas.edu/employment/student.php>. If a student would like to TA within the Department of Educational Psychology, it is usually best to speak directly with the professor of the course during the application process. For more information, please see the EDP Student Handbook.

Do students work full-time while in this program? No. The curriculum is quite demanding and requires full-time enrollment every long semester. Many students do, however, hold a 10-20 hour TA or RA position and/or maintain part-time employment off campus.

Where should I look for employment off campus? Refer to Appendix E.

Internship FAQ's

Do I really need to propose my dissertation by October 15th in order to apply for internship? Yes. If you have not successfully defended your dissertation by the 15th, you will not receive the training director letter required for your internship applications.

Do I have to take the internship class in the summer? Yes. You are required to register for a minimum of 3 hours in the Fall, 3 hours in the Spring, and 1 hour in the summer, for a total minimum of 7 hours. You may elect to take your summer internship course either at the beginning of your internship or the end, depending on when your internship officially begins; however, the typical sequence is Fall, Spring, Summer, because you must be registered for credit hours in the semester you graduate.

Will I get a grade for these courses? Yes. Your internship supervisor will need to send either by email, fax, or US mail a notice of your satisfactory performance to date. The grades are credit/no credit. You may have an incomplete for one full semester, but it must be converted to a grade at the end of the next full semester. Any incompletes must be cleared before you can graduate.

Do I need to register for them? Yes, and don't forget to pay as well! It is your responsibility to assure that you register on time while you are away. This has caused some students problems in the past. It is expensive when you forget, as you will accrue substantial late fees.

While on internship, will I need to respond to the annual feedback/student review questionnaire? Yes! And remember, as an alumni, your accomplishments and your career are still of interest of us, so keep us posted. Data regarding graduates are included in our annual report to APA. The results are an overall view of our program and individual success. This information is given to APA anonymously.

Can I graduate if my internship final report has not been received? No. In order for the instructor to issue a grade, we must receive your final report from your internship supervisor prior to the Registrar's grade deadline. Typically for the summer, grades are due in mid-August. This means, in order to graduate at the end of the summer, your final report must be here by approximately August 15th (it varies each year and is posted by the Registrar). You cannot graduate with an incomplete in the internship course.