

***School Psychology***  
***Program Handbook***



**Baylor University**  
**Department of Educational Psychology**  
  
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## **Notice**

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This Handbook does not establish a contractual relationship. Rather, it summarizes the requirements the student must currently meet before qualifying for a recommendation to the Graduate School to award a degree. Every reasonable effort will be made to avoid major changes in these requirements so that students may plan and carry out their programs of study with minimum difficulty. However, the School Psychology Program reserves the right to make alterations without notice to this document in response to accreditation policies or requirements, certification/licensing requirements, university policy, or changes in training resources or capabilities. Changes may alter program requirements not only for new students, but also for students currently enrolled.

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## **Introduction and Background**

The School Psychology Program is a 60+ hour program at Baylor University that leads to the Educational Specialist (Ed. S.) degree. The program is designed to comply with the standards of the National Association of School Psychologists (NASP), as well as the Texas State Board of Examiners (TSBEP). The TSBEP, rather than the Texas Education Agency (TEA), has jurisdiction over school psychology in Texas, and while it does not endorse university programs, it does approve the course of study of individual students. The program consists of two full years of graduate study followed by a third year of internship. The program is fully approved by the National Association of School Psychologists (NASP).

Chartered by the Republic of Texas in 1845, Baylor is the oldest university in continuous operation in the state. The main campus adjoins the Brazos River near downtown Waco, a metropolitan area of approximately 200,000 people. Enrollment at the University is currently more than 15,000 students with 144 undergraduate degree program, 77 master's programs, 33 doctoral programs, and 2 education specialist programs. Baylor enrollment typically includes students from all 50 states and approximately 85 foreign countries.

The School Psychology Program was created in 1996 and is located within the Department of Educational Psychology in the School of Education. Most of our graduates are working as practitioners in school psychology or a related field, although some students continue their education in Ph.D. programs in school psychology.

Students in the School Psychology Program have represented a diversity of cultures, including African-American, Asian, Hispanic, Native American, and Anglo populations. Most students have undergraduate backgrounds in psychology, education, or special education.

## **Philosophy and Training Model**

### **Philosophy**

School psychology combines the strengths of psychology and education; its practitioners work to promote the social and emotional health of school aged children and youth. In order to help children and their families, a well-prepared school psychologist understands schools from both a macro- and micro-organizational perspective. From the macro-level, school psychologists understand how and why administrators make decisions, the interplay of the community and school system, and the structure and function of both regular and special education services. From a micro-level, school psychologists understand what curriculum is best for children with different strengths and weaknesses, why some students choose to misbehave in certain situations, and how to assist teachers in managing disruptive behaviors. The school psychologist is proficient in assessment of cognitive, academic, and emotional concerns of children in the context of problem solving, and has the skills to design effective classroom interventions, provide individual and group therapy, behavior management strategies, and consultation services with

teachers, parents, and administrators. The school psychology program at Baylor University strives to provide the best instruction and experiences possible for its graduate students in order to meet the demanding needs of providing specialized services to students and their families, school personnel, and the local community.

### **Training Model**

The school psychology program at Baylor University endorses the science-practitioner model of training. The Program uses current research knowledge for data-based decision making choices in practice. The Program emphasizes the use of scientific exploration as a means to provide “best practices” in the field. In addition, the foundation of the Program is multifaceted, drawing from both psychology and education, with the main function being the assistance of children toward the greater realization of their potential through direct and indirect services in the school setting. In order to provide these services, the school psychology program focuses on a sequential series of coursework that provides a strong base in psychology as well as both regular and special education.

#### First Year in Program:

Therefore, graduate students will spend much of their first year in the program learning the scientific and foundational principles of education and psychology, ranging from professional practice to assessment to cultural issues of children and families, as well as learning, exceptionality, and personality. Students will have opportunities during the first year of the Program to apply much of the information they learn through practice opportunities in their coursework as well as through case-presentations to students and faculty in the educational psychology department. Students also receive training and experience working with children with Autism Spectrum Disorders at the Baylor Autism Resource Clinic (BARC), which is part of the Baylor University Center for Developmental Disabilities (BCDD) during their first year in the program. This experience entails facilitation of social skills groups for approximately two hours each week, typically in late afternoon or evening hours (i.e., 4:00 to 7:00 p.m.). Over the past several years, many school psychology students have taken advantage of a study abroad program in Costa Rica to study schools, children, and culture. These students have taken EDP 5393 (Cultural Issues with Children & Families) as a mini-mester course at the end of their first year in the program.

#### Second Year in Program:

As students enter their second year of the program, they continue to gain foundational knowledge in psychology and education, as well as expanding their practical experience through coursework and the yearlong practicum experience. For this experience, students are placed in local school districts and agencies for 8-10 hours a week to practice and hone their clinical skills while being provided close clinical supervision. During the first semester of practicum, students have the opportunity to work on assessment cases and subsequent research-based interventions, observe different special education programs, and learn about the culture of the school system. The second semester of practicum provides more advanced experiential opportunities, including general interventions through problem-solving counseling and consultation, and assessment for social-emotional issues. All of these experiences are closely monitored by both field and

university supervisors. Students are provided a comprehensive practicum handbook to address the details.

As novice scientist-practitioners, students are expected to deliver a presentation to a professional audience at a state, regional, or national conference (e.g., NASP, Region 12, etc.) or publish a professional paper before they complete their second year of training. Students should consult with faculty and work with a faculty mentor to accomplish this task.

### Third Year in Program:

Students spent two full years systematically learning research-based strategies, and practiced using these strategies in controlled clinical placements. During their third year, students have the opportunity to work full-time as an intern in a public school setting. Experiences during this year will be more comprehensive as well as more in-depth as the student gains more knowledge and experience in order to become a resource in the school for students, parents, and school staff. Students are provided a comprehensive internship handbook to address the details.

The goal of the school psychologist is to be viewed as a resource for those who need special assistance or knowledge, whether it is parents, teachers, administrators, or persons from the community. Though classroom instruction, independent study, practica, and internship experiences, the program makes this goal attainable. Students assimilate and integrate both scientific theory and practice in the following domains:

- Psychological Foundations
- Educational Foundations
- Assessment
- Interventions
- Professional School Psychology
- Research and Statistics

**Note:** Certification as a school psychologist in many states requires that the applicant have no criminal record. To meet this requirement, finger prints must be submitted to state and federal law enforcement authorities. **Applicants with a criminal record may not be able to obtain certification.** Some states will also oblige applicants to swear under oath that they do not use illegal drugs or abuse alcohol. Texas requires that students must pass a criminal record check before they are allowed to enter the public schools to participate in practicum or internship activities. Students with a criminal record will not, therefore, be able to complete the above training sequence.

## **Program Objectives**

Using the above domains as a guide, the following objectives drive the course curriculum as the program strives to provide highly qualified school psychologist practitioners. They include:

1. Describe the course of development and educational needs for both normal and exceptional individuals from infancy through childhood.
2. Complete a psycho-educational study of the child, using instruments and procedures to assess cognitive, affective, and developmental factors in order to provide data-driven intervention decisions that are in the best interest of students, teachers, and parents.
3. Effectively communicate his/her findings and recommendations to teachers and parents through oral and written means.
4. Assist teachers through individual consultation and participation in multidisciplinary teams to influence individual and group behavior.
5. Assist teachers through individual consultation and participation in multidisciplinary teams to plan, implement, and evaluate classroom procedures to increase learning of individual children.
6. Assist teachers through individual consultation and participation in multidisciplinary teams to plan, implement, and evaluate classroom procedures to increase the social and personal adjustment of individual children.
7. Implement research-based therapeutic programs with a child and his/her family.
8. Identify research problems in the schools, develop viable designs, implement studies, analyze data, and report findings.
9. Examine literature pertinent to school psychology and describe strategies implementing such research findings.
10. Communicate his/her knowledge and understanding of the development of school psychology, current issues and trends in the fields, and ethical considerations.
11. Demonstrate sensitivity to and an appreciation of cultural and ethnic differences as they relate to professional contacts with children, parents, and teachers.
12. Demonstrate proficiency in psycho-educational evaluation and intervention with young children and their families; this will include consultation with parents.
13. Provide appropriate individual psychotherapy for children with mild, moderate, or severe emotional and or behavioral problems.
14. Provide group psychotherapy for children with mild, moderate, or severe emotional problems by creating, implementing, and evaluating research-based interventions.

### **Board Certified Behavior Analyst (BCBA-D) Option**

The school psychology program offers an opportunity for students to take courses that meet the national standards to be prepared to acquire the certificate as a Board Certified Behavior Analyst (BCBA). The BCBA option is a five-course sequence. Four of the five courses are required in the school psychology program and one is an additional course. This course sequence can be found below and is also integrated into the school psychology course sequence.

EDP 5356 Behavior Management

EDP 5357 Single-Subject Research Design

EDP 5346 Therapeutic Interventions

EDP 5358 Teaching Individuals with Developmental Disabilities

EDP 5361 Challenging Behaviors in Developmental Disabilities

### **School Psychology Course of Study**

#### **I. Psychological Foundations**

Biological Bases of Behavior	PSY 5323 Biological Basis of Behavior
Human Learning	EDP 5333 Psychology of Learning
Social Bases of Behavior	EDP 5356 Behavior Management EDP 5393 Cultural Issues with Children & Families EDP 5346 Therapeutic Interventions EDP 5361 Challenging Behaviors in Developmental Disabilities
Multicultural Bases of Behavior	EDP 5393 Cultural Issues with Children & Families
Child and Adolescent Development	EDP 5332 Human Growth and Development PSY 5326 Biological Foundations of Behavior
Psychopathology and Exceptionalities	EDP 5367 Psychopathology of Individuals and Families EDP 5366 Psychology of the Exceptional Child PSY 5323 Biological Foundations of Behavior



## **II. Research and Statistics**

Statistics	EDP 5334 Statistical Methods
Research	EDP 5357 Single Subject Research Design

## **III. Educational Foundations**

Instructional Design	EDP 5358 Teaching Individuals with Developmental Disabilities
Organization and Operation	EDA 5345 Fundamentals of School Administration

## **IV. Assessment**

Cognitive and Academic	EDP 5328 Intellectual & Academic Assessment I EDP 5337 Intellectual & Academic Assessment II
Social-Emotional	EDP 5394 Social-Emotional Assessment

## **VI. Interventions**

Counseling	EDP 5360 Counseling Children and Adolescents
Behavior Management	EDP 5346 Therapeutic Interventions EDP 5356 Behavior Management EDP 5361 Challenging Behaviors in Developmental Disabilities
Consultation	EDP 5370 Consultation and Parent Conferencing
Professional Issues and Ethics	EDP 5341 Professional Issues & Ethics for School Psychologists
Practicum	EDP 5278 Practicum in School Psychology EDP 5279 Advanced Practicum in School Psychology
Internship	EDP 5182 Internship in School Psychology I EDP 5183 Internship in School Psychology II

## Recommended Sequence of Course Work

### FIRST YEAR

#### Fall Semester

EDP 5328 Intellectual & Academic Assessment I

EDP 5334 Statistical Methods

EDP 5341 Professional Practice and Ethics for School Psychologists 12 hours

EDP 5366 Psychology of the Exceptional Child

#### Spring Semester

EDP 5367 Psychopathology of Individuals and Families

EDP 5337 Intellectual & Academic Assessment II

EDP 5333 Psychology of Learning 12 hours

EDP 5360 Counseling Children and Adolescents

#### Summer I/Mini-mester

EDP 5393 Cultural Issues with Children & Families\*

EDP 5358 Teaching Individuals with Developmental Disabilities 3/6 hours

#### Summer II Semester

EDP 5356 Behavior Management

3/6 hours

EDP 5393 Cultural Issues with Children & Families\*

### SECOND YEAR

#### Fall Semester

EDP 5346 Therapeutic Intervention

EDP 5278 Practicum in School Psychology

EDP 5394 Social-Emotional Assessment 11 hours

PSY 5323 Biological Foundations of Behavior

#### Spring Semester

EDP 5370 Consultation and Parent Conferences

EDP 5279 Advanced Practicum in School Psychology 11 hours

EDP 5332 Human Growth and Development

EDP 5357 Single Subject Research Design

#### Summer I Semester

EDA 5345 Fundamentals of School Administration

3 hours

EDP 5361 Challenging Behaviors in Developmental Disabilities\*\*

### THIRD YEAR

#### Fall Semester

EDP 5182 Internship in School Psychology I 1 hour

#### Spring Semester

EDP 5183 Internship in School Psychology II 1 hour

\*Course taken as mini-mester or in second summer session

\*\* Course taken only if in the BCBA-D certification program

## Program Courses and Relationship to NASP Standards

<p><b>2.1 Data-Based Decision-Making and Accountability:</b> School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p><u><b>Program Courses</b></u></p> <p>EDP 5328: Intellectual &amp; Academic Assessment I</p> <p>EDP 5337: Intellectual &amp; Academic Assessment II</p> <p>EDP 5395: Social-Emotional Assessment</p> <p>EDP 5370: Consultation and Parent Conferencing</p> <p>EDP 5360: Counseling Children &amp; Adolescents</p> <p>EDP 5346: Therapeutic Intervention</p>
<p><b>2.2 Consultation and Collaboration:</b> School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>EDP 5370: Consultation and Parent Conferencing</p> <p>EDP 5360: Counseling Children &amp; Adolescents</p> <p>EDP 5346: Therapeutic Intervention</p>
<p><b>2.3 Effective Instruction and Development of Cognitive/Academic Skills:</b> School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	<p>EDP 5328: Intellectual &amp; Academic Assessment I</p> <p>EDP 5337: Intellectual &amp; Academic Assessment II</p> <p>EDP 5358 Teaching Individuals with Developmental Disabilities</p>
<p><b>2.4 Socialization and Development of</b></p>	<p>EDP 5356: Behavior Management</p>

<p><b>Life Skills:</b> School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>EDP 5370: Consultation and Parent Conferencing</p> <p>EDP 5360: Counseling Children &amp; Adolescents</p> <p>EDP 5346: Therapeutic Intervention</p>
<p><b>2.5 Student Diversity in Development and Learning:</b> School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p>EDP 5393: Cultural Issues with Children &amp; Families</p> <p>EDP 5341 Professional Issues &amp; Ethics for School Psychologists</p> <p>EDP 5367: Psychology of the Exceptional Child</p> <p>PSY 5323: Biological Foundations of Behavior</p>
<p><b>2.6 School and Systems Organization, Policy Development, and Climate:</b> School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>EDP 5341 Professional Issues &amp; Ethics for School Psychologists</p> <p>EDA 5345: Foundations of School Administration</p>
<p><b>2.7 Prevention, Crisis Intervention, and Mental Health:</b> School psychologists</p>	<p>EDP 5332: Human Growth and Development</p>

have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	<p>EDP 5333: Psychology of Learning</p> <p>EDP 5370: Consultation and Parent Conferencing</p> <p>EDP 5346: Therapeutic Intervention</p>
<p><b>2.8 Home/School/Community Collaboration:</b> School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>EDP 5341 Professional Issues &amp; Ethics for School Psychologists</p> <p>EDP 5370: Consultation and Parent Conferencing</p> <p>EDP 5358 Teaching Individuals with Developmental Disabilities</p>
<p><b>2.9 Research and Program Evaluation:</b> School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>EDP 5334: Statistical Methods</p> <p>EDP 5357 Single Subject Research Design</p> <p>EDP 5346: Therapeutic Intervention</p>
<p><b>2.10 School Psychology Practice and Development:</b> School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p>EDP 5341 Professional Issues &amp; Ethics for School Psychologists</p> <p>EDP 5393: Cultural Issues with Children &amp; Families</p>

## **Advisement of Students**

Each student admitted to the program is assigned a faculty adviser. Quality and consistency of curriculum planning and student professional development will be guided by semester (fall and spring) reviews of the student's progress by his or her advisor.

## **Acceptance and Continuation in the Program**

Each student is accepted to the school psychology program based on several factors: (a) Undergraduate GPA, (b) GRE scores, (c) Letter of Interest, (d) Relevant work experience, and (e) Letters of Recommendation.

The *School Psychology Admissions Committee* reviews each completed application and determines its merit. In addition, a faculty member will interview each prospective graduate student either in person or on the telephone and report back to the committee. Based on these reviews and discussions, individuals are accepted, rejected, or put on a waiting list with this status communicated through email.

Continuance in the program is based on several factors. First, the student must abide by the University's Honor Code (<http://www.baylor.edu/honorcode/index.php?id=44060>).

Note: You can find a copy of Baylor University's Honor Code in Appendix C of this handbook. In addition to the University's code, there are additional academic and social expectations for graduate students in the school psychology program.

### Satisfactory Academic Progress:

1. Students must maintain a 3.0 GPA throughout the program in order to remain an active student. If a student's GPA falls below 3.0, he/she will have to follow the process for unsatisfactory progress described below.
2. Students are allowed two grades of "C" during their graduate program.\*  
(\*Exceptions include EDP 5278, EDP 5279, EDP 5182, and EDP 5183, which are the practicum and internship sequence in which a student can attain a grade no lower than "B-" in remain an active student). If a student makes more than two grades of "C" or makes a "C" in the practicum/internship sequence, he/she will have to follow the process for unsatisfactory progress described below.
3. It is University policy that a student that makes a grade of "D" or lower will have to re-take the course. It is a program policy that the course will be completed at the student's own expense in addition to following the process for unsatisfactory progress described below.
4. If a student receives an "incomplete" in a course, she/he should attempt to complete the work as soon as possible. The student must complete the course by the end of the following semester or it will default to a grade determined by the instructor, which could be a failing grade. A student that acquires more than two

incompletes over the course of two semesters must follow the process for unsatisfactory progress described below. \*Note: A student cannot participate in practicum if she/he has an outstanding incomplete in the following courses (EDP 5328; EDP 5337; EDP5360; or EDP 5341). In addition, a student cannot begin internship with an incomplete in a practicum course (EDP 5278 or EDP 5279).

Process for students that make unsatisfactory academic progress:

A student that falls under any of the three categories described directly above has to complete the following process:

1. Meet with the school psychology faculty as a group and discuss the situation. This meeting should occur within 14 days of discovery of the problem and will be scheduled by the program director.
2. The faculty will discuss the issue in private and provide a written recommendation to the graduate student within 5 days of the meeting. The recommendation(s) may include; (a) retaking the course at the student's expense, (b) additional independent education with a professor, (c) additional written papers, or (d) a combination of the above. Note that the recommendations are not limited to these four options.
3. If the graduate student refuses to follow the recommendation(s) or does not complete the task(s) in the specified time, she/he will have another meeting with the school psychology faculty and may be asked to leave the program.

Satisfactory Social Progress:

In addition to academic expectations, each graduate student is expected to act in a professional and ethical manner while a student in the program. This will include, but not be limited to, behavior in the classroom, during practica and internship, and while completing a graduate assistantship. Students may choose to communicate through social networks (e.g., Facebook, Twitter, Instagram), but be cognizant of the high ethical and moral expectations of a professional school psychologist when choosing this form of communication.

It is important to know that the faculty write letters of recommendation for internships and jobs, and most employers are very interested in the social skills and interpersonal maturity of their potential employees as well as their knowledge and skills. Faculty members often view your attitude toward classes, deportment, and response to feedback as good predictors of your future work style and maturity. Faculty members also have an ethical obligation to potential future child clients to ensure that they are not exposed to incompetent and/or non-professional behavior. Noticeable issues in this domain may lead to a meeting with your advisor.

If a student does not follow the University's Honor Code or behaves in a manner which conflicts with being a professional school psychologist, she/he will follow the process for unsatisfactory social progress described below.

Process for students that make unsatisfactory social progress:

A student that appears to be making unsatisfactory social progress will complete the following process:

1. The student's faculty advisor will initiate a meeting with the student to discuss the concern. This meeting will be initiated by the faculty advisor and the meeting will be requested within seven days of discovery of the issue. The result of this meeting will be a written improvement plan and will be signed by the faculty member, the student, and the program director. The faculty advisor will monitor progress on the improvement plan.
2. If the improvement plan described in #1 is successful, no further steps are needed. If the improvement plan is not showing adequate progress, the faculty advisor will consult with the school psychology faculty to determine the next step. The student meets with the school psychology faculty members and discusses reasons for lack of improvement. Recommendations at this time will be individualized based on the issue and the rationale for the lack of response, but may include a revised developmental plan.
3. If there continues to be a lack of progress, an additional meeting will be held between the student and the school psychology faculty. A possible recommendation at this time could be removal from the program.

General Issues

1. Students with significant health issues that arise during the program may have to provide a doctor's note if they will be missing numerous classes and/or practicum or internship hours. It is the discretion of each instructor to determine whether she/he wants a doctor's note. If requested, a copy of the doctor's note should be provided to the faculty advisor as well as the requesting faculty member/supervisor.
2. With respect to plagiarism, it is a program policy that faculty have the right to have all written papers reviewed by "Turnitin Plagiarism" detection service. Please review Baylor University's plagiarism webpage for more information (<http://www3.baylor.edu/Library/BeyondLib/plagiarism.htm>).



### Academic and Social Progress Report

At the end of each fall and spring semester, the faculty in school psychology will review the progress of each student in the program and determine if continuation is recommended. The review will be based on academic progress and should be viewed as developmental and constructive as opposed to punitive. Students will receive written feedback on their progress within two weeks of each meeting and will be able to discuss the feedback with their advisor. See Appendix C for a copy of the Student Progress Form.

### **Insurance Requirement**

You are required to acquire student liability insurance by the middle of their first semester in the program. You will be working with children/students at the BCDD your first year as well as school settings in your second and third year. This requirement is built into EDP 5341 (Professional Practice and Ethics in School Psychology). More information is provided in this course.

### **Student Association**

The Graduate Association of School Psychology (GASP) was chartered in the fall of 2000 in order to encourage professional development and fellowship for graduate students in school psychology. GASP is a student-facilitated group and membership is voluntary but recommended. GASP strives to participate in local schools and surrounding communities while requiring academic excellence of its members. Group activities include social functions, community service, professional development sessions, and speaking engagements as well as related conference attendance and research endeavors.

### **Student Information**

Over the last four years, 27 students have entered the program (6-8 each year). Some demographics on this student population include:

- 93% are female
- 12% are ethnically diverse
- 95% were either psychology or education majors

In addition, our students came to Baylor University having graduated from a variety of colleges and universities including Baylor, University of Michigan, Carroll (WI) College, University of Alabama, James Madison (VA) University, Texas A&M, University of Houston, Centenary (LA) College, University of Texas-Austin, University of Kansas, Pepperdine University, University of Texas-Arlington, Jamestown College, Miami (Ohio) University, George Mason, University of Georgia, State University of New York at Stony Brook, Mercer University, and Harding (AR) University. All of our Ed. S. graduates have either obtained employment in a school setting or have been accepted into doctoral programs. Many of our graduates work in McLennan County or in Texas cities including Houston, Dallas, Arlington, Midland, Bryan-College Station, Fort Worth, and Galveston. We also have graduates working in the states of Colorado, California,

Oklahoma, Maryland, Virginia, Tennessee, Washington, Arkansas, North Carolina, and Kentucky.

### **Residency Requirements**

Students enrolled in the school psychology program are expected to take courses as a full-time student and on a continuous basis. This requirement is due to the importance of being a part of the university culture, to have opportunities to interact with faculty, and to develop an affiliation with your colleagues as it pertains to academic and social activities that surround the life of the campus. Your advisor will complete documentation of full-time residency during the first year of your course-work. There are rare situations where coursework on a full-time and continuous basis is not possible. You need to see your advisor to create an alternative plan if this is your situation.

### **Financial Support**

There are numerous opportunities to receive financial support through Baylor University as well as within the School of Education. Many students receive financial support through graduate assistantships and grant-supported assistantships in the School of Education. Currently, the program is providing some type of assistantship support to all of the school psychology students who requested assistance.

### **Oral Presentation**

Each student will complete an oral presentation that is a culmination of his or her educational experience. The presentation occurs during the spring semester of the internship year and will consist of, a) providing an overview of your internship experience and b) presenting a case study that allows for a synthesis of knowledge in school psychology. Your university internship supervisor will provide additional information, as will your Internship Handbook. The audience will consist of your peer interns, first- and second-year school psychology students, and program faculty. School psychology faculty members will formally evaluate your presentation and provide written feedback within 2 weeks of completion. Students that intern within 100 miles of Waco are expected to return to campus for the presentation, while students that intern more than 100 miles from Waco have the option to return to campus or use a form of technology to present their case.

### **Portfolio and Case Studies**

Each student will complete a portfolio that includes samples of completed assignments. The portfolio begins the first semester in the program and is to be turned in at the end of your internship. Please see Appendix A for a more detailed description of the portfolio. You are also expected to complete a series of case studies while in this program. The rationale behind the case studies is to provide you with the opportunity to display what you have learned and how you have progressed over time in the program. The majority of the case studies will be completed during your internship year and focus on the areas of

assessment, intervention, counseling, consultation, and creative works. Please see Appendix B for a more detailed description of the case studies.

### **Student Feedback to the Program**

Students should feel comfortable providing feedback to the program throughout their term as a graduate student. This can be accomplished through formal meetings with professors or the department chair. Student will also have the opportunity to provide formal feedback to the faculty about program issues at least three times during the program. The first formal feedback will consist of an anonymous survey that will be completed at the end of the spring semester of his or her first year in the program. The survey will be distributed and collected by the administrative associate in EDP and the school psychology faculty will review the information during the summer. The second formal feedback will also consist of an anonymous survey that will be completed at the end of the student's second-year spring semester. The third formal feedback is an exit interview that will be conducted after the student graduates from the program. The interview will be constructed around issues about school psychology and the experiences gained by the students. Strengths and weaknesses of the program will be discussed at this time. This interview may be face-to-face or over the telephone, depending on the location of the student.

It is also a strong interest of the program to acquire post-graduate information from former students to learn about the type of work its graduates are completing over the years as well as gain more feedback on how the program can be strengthened. Therefore, it is imperative that the students continue to update the EDP administrative assistant on changes in address, telephone numbers, and email addresses once they leave the program.

### **Field Placements in Practicum and Internship**

Students will participate in practicum and internship experiences, allowing an opportunity for them to practice the tasks they have learned during course work. Note that several courses offer practicum experiences and these hours will qualify toward the total practicum hours needed for the program. During the second year of the program, each student who has successfully completed his or her course work and is in good standing in the program will participate in a practicum. After successful completion of practicum and course work, students become eligible to complete their internship. Unlike practicum, which is part-time and unpaid, internship is a full-time, paid position in a school district in which the student must successfully complete 1,200 hours in order to be eligible to become a licensed/certified school psychologist. The internship is completed during the third, and final, year of the program. Placements for practicum are typically in central Texas since students are continuing to take courses, but internships can be completed in locations either within Texas or in other states. Please note that Program faculty members will work diligently to assist you in obtaining an internship, but it is the student's responsibility to find an internship placement, but it is the program's responsibility to approve the placement. More information about field placements is found in the *Handbook for Practicum* and *Handbook for Internship*.

## Faculty

The key faculty members associated with the school psychology program includes Drs. Beaujean, Hatz, Hodges, Robinson, and Watkins. The following is a brief overview of the background and research interests of these faculty members.

**A. Alexander Beaujean, Ph.D. (Program Director)** (University of Missouri, 2006) has research interests in the structure and measurement of human cognitive abilities, including the efficacy of mental chronometric measures as measuring instruments, as well as the influence of individual differences on educational outcomes. Dr. Beaujean holds a license for the independent practice of psychology in Texas.

**Eric L. Robinson, Ph.D.** (University of Kansas, 1998) has research interests in classroom management, at-risk youth and subsequent college attendance, prevention and intervention of aggressive behaviors, social and developmental aspects of student-athletes, and policy efforts in school psychology.

**Julie Ivey Hatz, Ph.D.** (Oklahoma State University, 2001) has research interests in autism spectrum disorders, extreme sports camps for children on the autism spectrum, family systems, and suicide prevention. She is a licensed specialist in school psychology (LSSP). Dr. Hatz is the founding director of the Baylor Autism Resource Center that services children and families in Central Texas.

**Tamara Hodges, Ed. D.** (Baylor University, 1995) has interests in curricular issues for special needs students, therapeutic approaches for individuals with eating disorders, and depression in adolescents and young adults. Dr. Hodges holds a license for the independent practice of psychology in Texas.

**Marley Watkins, Ph.D., ABPP (Department Chair)** (University of Nebraska-Lincoln, 1979) has wide research interests in school psychology, including professional issues, the psychometrics of assessment and diagnosis, individual differences, and computer applications. Dr. Watkins is an award-winning scholar, ranked 10<sup>th</sup> among U.S. school psychology faculty for publications between 2000 and 2005 and again for 2005 to 2009. His advanced clinical competence was recognized by the American Board of Professional Psychology by an award of the Diplomate in School Psychology and he holds a license for the independent practice of psychology in Pennsylvania and Arizona.

## **Appendix A: Portfolio Requirements**

I. Resume - Provide a copy of your updated resume

II. Your philosophy of school psychology

III. Examples of Reports (one example per category)

1. Learning Disability
2. Emotional Disability
3. Intellectual Disability
4. Other

IV. Field Experiences Evaluation Form

1. Practicum Evaluation Form (Final)
2. Internship Evaluation Form (Final)\*

\*Should be completed and sent to US by May 1, of internship year.

V. Oral Presentation

1. Oral Presentation Document (e.g., power point; paper report)
2. Feedback Report (provided by professors)

VI. Professional Development

1. Member of NASP, TASP, or APA (provide copy of membership card)
2. Attendance at state, regional, or national professional conference
3. Professional presentation or publication
4. Workshop Attendance

VII. Official Praxis Score Report (provide a copy of the entire report)

## **Appendix B: Case Study Outline\***

### I. Assessment

- a. Introduction/summary page (possibly how it fits in school psych)
- b. Summarize all of your assessment cases on internship
  - a. Paragraph for each category (LD, ID, ED, other)
- c. Provide one Psycho-Educational Report (LD or ID)
  - a. IEP
  - b. Need follow up on use of recommendations (yes, no: process of checking from intern perspective; did the teacher use recommendations? If no, what did you do next?)
- d. Provide one Behavioral/Emotional Report
  - a. IEP
  - b. Need follow up on use of intervention
- e. CBM/CBA? RTI? (should integrate into summary (b), and academic (c), and behavioral case)
- f. Identify strengths and weaknesses of the assessment process
- g. Self-reflection of your strengths and weaknesses in assessment
  - a. Overall assessment of knowledge and skills in this category

### II. Intervention (Academic)

- a. Introduction to topic/need within field to increase interventions
- b. Summarize your academic intervention cases on internship
- c. Demonstrate appropriate use of single-case or group design to evaluate effectiveness of intervention
  - a. Provide pre-post or time series data with results
  - b. Explain process of data collection
  - c. Provide PNF data
- d. Identify strengths and weaknesses of the intervention process
- f. Self-reflection of your strengths and weaknesses regarding academic interventions

### III. Intervention (Social/Behavior)

- a. Introduction to topic/need within field to increase interventions
- b. Summarize your social/behavior intervention cases on internship
- c. Demonstrate appropriate use of single-case or group design to evaluate effectiveness of intervention
  - a. Provide pre-post or time series data with results
  - b. Explain process of data collection
  - c. Provide PNF data
- d. Identify strengths and weaknesses of the intervention process
- e. Self-reflection of your strengths and weaknesses regarding social/behavior interventions

**\* All Case Studies must be turned by the 3<sup>rd</sup> Saturday in April of your internship year.**

**Appendix C**  
**School Psychology Program**  
**Baylor University**

**STUDENT PROGRESS MONITORING FORM**

**Student:** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_

**Review of Last Meeting's Goals (date):** \_\_\_\_\_

Goal 1 \_\_\_\_\_

Goal 2 \_\_\_\_\_

Goal 3 \_\_\_\_\_

*Above  
Expectations*

*Unsatisfactorily*

*Satisfactorily*

**I have met my goals:**

Goal 1 \_\_\_\_\_ 1                      2                      3                      4                      5

Goal 2 \_\_\_\_\_ 1                      2                      3                      4                      5

Goal 3 \_\_\_\_\_ 1                      2                      3                      4                      5

**ACADEMIC**

**PROFESSIONAL**

**Brief Summary of Progress Feedback** (Relative continuous progress monitoring criteria, course progress, skill attainment)

Understanding of Content	1	2	3	4	5	Time Management	1	2	3	4	5
Preparation for Class	1	2	3	4	5	Professional Conduct	1	2	3	4	5
Application of Knowledge	1	2	3	4	5	Personal Development	1	2	3	4	5
Class Participation	1	2	3	4	5	Organizational Skills	1	2	3	4	5
Grad. Assistantship Experience	1	2	3	4	5	Skill Development	1	2	3	4	5

**Goals for Continued Progress**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Specific Action Plans Facilitate Progress**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Faculty's Signature**

## **Appendix D**

### **Baylor Honor Code**

Honor Code: Baylor University students, staff, and faculty shall act in academic matters with the utmost honesty and integrity. The Baylor Honor Code Policy and Procedures is available at <http://www.baylor.edu/honorcode/index.php?id=44060>.

The Office of Academic Integrity, in coordination with the chair of the Honor Council and the executive vice president and provost, has oversight for all records and information related to the Honor Code and academic integrity at Baylor University. For more information regarding academic integrity at Baylor or the Honor Code, contact the Office of Academic Integrity at:

**Suite 270, Clifton Robinson Tower**  
**One Bear Place #97172**  
**254-710-1715**

<http://www.baylor.edu/honorcode/index.php?id=44062>



## APPENDIX E

### How to Become a Texas Licensed Specialist in School Psychology (LSSP)

There are several steps to becoming a Licensed Specialist in School Psychology (LSSP) in Texas. The information below should help you understand how and when to apply.

1. Finish all school psychology coursework. (Note that you can take exam – see Step 2 – during internship. It is ***strongly suggested*** that you take the exam during the spring semester of internship and not the first semester.)

2.\* Take the National School Psychology Exam and score 165 or better. (When applying for this exam, you should have the scores sent directly to the TSBEP. This is easy to find on the application form).

3. Send a written application request for the LSSP to the:  
 Texas State Board of Examiners of Psychologists (TSBEP)  
 333 Guadalupe, Suite 2-450  
 Austin, TX 78701  
 (512) 305- 7700

For more information on TSBEP, visit their webpage:  
<http://www.tsbep.state.tx.us/>

4. Have a copy of your official transcript(s) sent to the above address to indicate you have completed your coursework.

5. Once this information is compiled by TSBEP, they will send you a packet that includes three letters of recommendation. You need to distribute these to 3 individuals who have knowledge of your skills as a school psychologist, have these individuals return the recommendations ***to you***, and then send these to the TSBEP.

6. Once this information is compiled by TSBEP, you will receive a letter that will allow you to apply to take the *Texas Jurisprudence Exam*. This currently costs \$200.00. The Texas Jurisprudence Exam is a take-home exam that has to be completed and ***postmarked no later than 2 weeks*** after it is sent. You must score at 90% or better to pass this exam.

7. Once this is accomplished, you will receive a letter informing you that you are a LSSP and given a license.

*\* Do not take the NCPE for practice! When you register for this test, you must provide the university that you attend (or attended), and this information is compiled at the national level. Therefore, if you take the test “for practice,” and do not pass, it reflects poorly on the program.*