

Baylor University



School Psychology Ph.D. Program Student Handbook 2020-2021

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Acronyms

Below is a list of common acronyms used throughout this handbook.

APA: American Psychological Association

BU: Baylor University

EDP: Educational Psychology

LSSP: Licensed Specialist in School Psychology

NASP: National Association of School Psychologists

Ph.D.: Doctor of Philosophy

SOE: School of Education

SP: School Psychology

SPP: School Psychology Program

TSBEP: Texas State Board of Examiners of Psychologists

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INTRODUCTION

Welcome to Baylor University's School Psychology Doctor of Philosophy program (SP Ph.D.)! We are pleased that you have selected us as the institution and program from which to obtain an advanced degree in school psychology. For most of you, the SP Ph.D. will be your first introduction to graduate studies. Before long, you will notice some differences between your undergraduate experience and your graduate experience.

First, graduate studies emphasize specialized knowledge and skills that must be mastered. Academic courses and applied experiences are designed with the expectation of, and containing supports for, rapid mastery of content and skills. Thus, more individual study time is required in preparing adequately for course assignments.

Second, graduate students receive more individual attention and support from faculty and staff. Only a small portion of students who earn a bachelor's degree enter graduate school, so faculty can take more personal interest in the development of graduate students. There is an increased expectation to be involved in independent and collaborative research with faculty. Graduate students are encouraged to meet with faculty members, get to know them, and develop mentoring relationships and research partnerships. Although faculty members strive to be outstanding sources of support who contribute greatly to your professional growth, you, of course, must assume primary responsibility for the progress and success of your graduate education. In addition, because students are only admitted into the SP Ph.D. once a year, they matriculate through the program with a closely-knit cohort of their peers. Students are encouraged to develop friendships both within and across cohorts

Third, organizational skills are critically important in graduate school to get the most out of your time. As you will soon understand, the SP Ph.D. program requires the students not only learn content, but also develop clinical skills and the ability to understand and conduct relevant research. From a student perspective, it will often seem as if there is an endless stream of important deadlines; departmental and university forms to complete; and rules, regulations, and procedures to keep learn and apply. Being able to keep up with all these—in addition to keeping up with course work and clinical practice—is an important skill for psychology practitioners.

Our goal as SP Ph.D. faculty is to enable your time with us to be as successful, rewarding, and productive as possible. Toward this end, we have developed this student handbook that you can continually refer to throughout your time in the program. It is critical that you review this information to learn the program's and department's policies and procedures as well as your rights and responsibilities. This handbook will guide you in these areas. This document contains the following information:

1. A description of University, School of Education, and Departmental, and Program structure and resources.
2. A description of the SP Ph.D., training philosophy, goals, objectives, and competencies.

3. A description of the SP Ph.D. degrees and course of study sequences.
4. Information about important policies and procedures for you to be aware of to graduate in a timely manner.

Keep in mind that this document is intended *as a supplement* to consulting with faculty advisors on a regular basis. 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 and provides information students will need to navigate these requirements.

The SP Ph.D. faculty reserve 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. In the event of curriculum or policy revisions that occur subsequent to enrollment, students typically have the option of following the requirements in effect during their first semester of enrollment or following the new procedures or requirements. Nonetheless, some changes may alter program requirements for both new students as well students currently enrolled. Please also familiarize yourself with Baylor University's Graduate Catalog, which can be accessed at <https://www.baylor.edu/graduate/index.php?id=959244>. If you are ever unsure of what policy to follow, please ask your faculty advisor. The SP Ph.D. faculty look forward to working with you.

1. DESCRIPTION OF INSTITUTIONAL STRUCTURE AND RESOURCES

1.1 Baylor University

Chartered by the Republic of Texas in 1845, Baylor University (BU) 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 17,000 students with 141 undergraduate degree program, 75 master's programs, 37 doctoral programs, and 1 education specialist program. BU enrollment typically includes students from all 50 states and approximately 85 foreign countries.

Baylor University enjoys high standing among many national rating services that evaluate quality of education, research activity, and affordability. Nearly all incoming Ph.D. students receive full tuition remission, a 50% subsidy in general student fees, a multi-year research or teaching assistantship, annual travel funding, and an 80% subsidy for student health insurance. Stipend levels are highly competitive, and with Waco's low cost of living, roughly two-thirds of Ph.D. graduates accrue no student loan debt during their doctoral program.

Graduate students are a key part of Baylor's scholarly and research community, producing nearly 800 professional presentations and over 600 research articles per year. Their work is supported by a wide range of programs and opportunities within their departments and across campus. Baylor's Graduate Research Center offers a place within our central libraries that is specifically designed for graduate students. Our Graduate Writing Center and Dissertation Writing Lab help with the variety of writing tasks students undertake. And the Graduate School provides a select number of summer dissertation fellowships for students in the final stages of their doctoral degree.

1.2 School of Education

The BU School of Education (SOE) enrolls more than 1,000 undergraduates and more than 200 graduate students. Dr. Shanna Hagan-Burke is the Dean of the SOE. Her doctoral degree is in special education and she is affiliated with the Department of Educational Psychology (EDP).

The SOE consists of three departments:

- Curriculum and Instruction (undergraduate and graduate programs for classroom teachers and content specialists);
- Educational Leadership (post-graduate preparation in educational leadership, student affairs, and sport management); and
- Educational Psychology (undergraduate and graduate programs for those who are interested in the application of psychology to education as well as advanced quantitative methods).

1.3 Department of Educational Psychology

The Educational Psychology (EDP) department is housed within the SOE. The main office for the department is located on the third floor of the Marrs McLean Science Building (MMSCI) and offers undergraduate certification programs in special education and gifted/talented education, as well as four graduate degree programs (Master of Science in Education – M.S.Ed.; Master of Arts- M.A.; Educational Specialist – Ed.S.; and Doctor of Philosophy - Ph.D.). In addition to the degree programs, the department offers graduate and undergraduate minors in educational psychology. The third floor of MMSCI consists of 14 faculty offices including a department chair suite, a space for the office manager, two conference rooms, a small classroom (capacity =12), approximately 1600 square feet of space for graduate student cubicles and two small private offices for private meetings (for graduate students), a lounge with a refrigerator, a supply closet, and a space with a copier, fax machine, two printers, and mailboxes.

The EDP Department is subdivided into three major emphasis areas: (a) Educational Psychology; (b) Special Education (which is part of the undergraduate Teacher Education Program); and (c) School Psychology. While faculty are assigned to one of the three core emphasis areas, they often teach courses across areas.

Centers and clinics affiliated with the department that provide supervised clinical or research training include the Baylor Center for Developmental Disabilities (BCDD). The BCDD is located off campus at the Hillcrest MacArthur Clinic at 2201 MacArthur Drive, Suite 101 in Waco and is a 4807 square foot space that includes faculty offices, graduate student cubicles, space for an administrative associate, 3 bathrooms, a copier and fax machine, a waiting room, 7 clinic rooms, and a conference room. The BCDD houses 3 clinics: Baylor Autism Resource Clinic (BARC), the Clinic for Assessment, Research, and Education (CARE), and the Spring Literacy Clinic. See the weblink for more information on the BCDD (<https://www.baylor.edu/bcdd/>)

Additional resources available for research and training in the SOE include the Media Center and the Learning Resource Center (LRC) located on the Garden Level of Marrs McLean Science Building (MMSCI). The Media Center has individuals who can assist students with technology-related questions as well as provide video equipment for evaluation of clinical skills (e.g., testing, counseling). Resources in the LRC include study space, access to copiers, audio visual equipment, and digital fabrication equipment. The LRC is also where you access the school psychology assessments (e.g., WISC-5, ADOS-2, etc.) and protocols. Test equipment is locked in cabinets in the LRC and its Director (Ms. Pam Voyles) and Office Manager (Ms. Caitlyn Whitman) are the only individuals with a key to the cabinets. Access to this information is limited to school psychology graduate students and you must receive permission from an instructor prior to access. For more information about the LRC, please access the link: (<https://www.baylor.edu/soe/index.php?id=935336>)

Dr. Grant Morgan serves as the EDP *Department Chair* and his office is in Marrs McLean Science Building room 314. He is responsible to the Dean of the SOE for the general operation of the department including the oversight of personnel issues, course scheduling, instructional programs (including instruction, research, and service), budget, equipment, and facilities in

the department. Heather Tindle is the EDP *Office Manager* and her office is in Marrs McLean Science Building room 313. She can help with a myriad of issues including departmental paperwork, room reservations, and course registration. Dr. Nicholas “Nick” Benson serves as the EDP *Graduate Program Director*. He works with EDP chair and directors of the EDP degree programs to extend student financial offers and assistantships.

Educational Psychology doctoral students consistently rank No. 1 in the University for the number of annual student publications per capita and ranked No. 3 for the highest Academic Analytics rankings for 2014.

1.4 Program Faculty

The key faculty members associated with the school psychology program includes Drs. Benson, Ivey, Hodges, Ragan, and Robinson. In addition, the school psychology program has one affiliated faculty member (Dr. Padilla-Mainor). A brief bio on each faculty member is below:

Nick Benson (School Psychology Ph.D. Program Director). (Ph.D., University of Florida, 2005) has research interests in psychological and educational assessment, with emphasis on examining the validity of interpretations and uses of test scores. He holds licensure for independent practice of psychology in Texas, is a Texas licensed specialist in school psychology (LSSP), and he is a nationally certified school psychologist (NCSP).

Julie Ivey (School Psychology Ed.S. Program Coordinator – Dallas campus) (Ph.D., Oklahoma State University, 2001) has research interests in autism spectrum disorder interventions, family systems, and suicide prevention. She is a LSSP.

Tamara Hodges (Ed.D., Baylor University, 1995) has interests in curricular issues in the areas of classroom management, behavior interventions, and psychological assessment. She holds licensure for independent practice of psychology in Texas, is a LSSP, and a NCSP.

Kelsey Ragan (Coordinator, Baylor Autism Resource Clinic- BARC). (Ph.D., Texas A&M University, 2019) is a Clinical Assistant Professor. Her clinical background includes school psychology work in the public education system in Texas, Virginia, and Florida. She has also provided therapeutic and assessment services in clinical settings, including private practice and community-based clinics. Her primary research interests include behavioral consultations and interventions, with a focus on systematic reviews and meta-analytic methods.

Eric L. Robinson (School Psychology Ed.S. Program Director) (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.

Kristen Padilla-Mainor (Director, Baylor Center for Developmental Disabilities – BCDD). (Ph.D., Baylor University, 2020; Ed.S., Baylor University, 2010). As Director of the BCDD, Dr. Padilla-Mainor supervises graduate students specializing in school psychology and applied

behavior analysis that provide intervention and assessment services. She also serves as the parent and community liaison, coordinates programming efforts, and works with local agencies to provide trainings in working with children with autism spectrum disorder and behavioral difficulties. She teaches graduate courses in ethics for behavior analysis, practicum in school psychology and applied behavior analysis, and teaching children with autism and developmental disabilities.

1.5 Students

Students are the most valuable resource of the SP Ph.D. program. They shape the program and are shaped by it in the reciprocal process of graduate education. Students represent the program in varied ways both locally and nationally. SP Ph.D. students provide service and leadership through the delivery of applied psychological services, scholarship, teaching, supervision, and engagement in schools and other community settings.

1.5.1 The Graduate Association of School Psychology (GASP)

The Graduate Association of School Psychology (GASP) was chartered in the fall of 2000 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.

1.5.2 General Information and Resources for Students

- Students register for courses using BearWeb (<https://bearweb.baylor.edu>). BU provides some [instructions for course registration](#). The course schedule is published before the start of each semester and can be accessed online at <https://www1.baylor.edu/scheduleofclasses/>.
- The BU Student/Faculty/Staff Directory can be accessed from Baylor's homepage under *Directory* or by accessing <http://www.baylor.edu/directory/>.
- The *Graduate School* (<http://www.baylor.edu/graduate>) provides information about assistantship opportunities, dissertation preparation, teaching awards, and financial information.
- The *Research at Baylor* website (<http://www.baylor.edu/research>) provides links to the Institutional Review Board, funding resources, and electronic resources.
- The *Baylor Libraries* have a wealth of resources in their collections and online (<http://www.baylor.edu/lib/>). The links at the *Books, Articles, & More* page will allow you to search Baylor's extensive collection of reference materials. Between the libraries' physical collection, online resources, and [interlibrary services](#), students have access to any resource they need for their course requirements and research. In addition to providing access to books and articles, the libraries offer a number of

other [services for students](#).

- The *Bear ID* is used to access Baylor's [email](#) and various resources on campus. It is normally composed of their first name, followed by an underscore, and then their last name (e.g., Baylor_Bear). The *Baylor ID* is a nine-digit number that used to access students individual and financial records. It is important that students activate their Bear ID and set their Baylor ID [PIN](#) number as soon as possible as BU faculty often communicate through Baylor's email system. For more information, see Information Technology Services' [Incoming Students Information](#) page.
- The BU [ID card](#) is a single-card program that combines many features including identification, library privileges, building access, lab access, meal plans, selected student functions, football ticket distribution, debit card plus other activities. Students should always carry their ID card while they are on campus or at a field site.
- Students who do not already have health insurance available (many group insurance programs will cover dependent students until age 26, if they are enrolled as a full-time student), then Baylor has health insurance available for students through Blue Cross/Blue Shield. Most students who are fully funded will be eligible to receive an 80% insurance subsidy for the individual student premium. More information is available at and <http://www.baylor.edu/graduate/index/php?id=959184> and http://www.baylor.edu/health_center/index.php?id=13935.
- For students that need academic support, Baylor University offers the Paul Foster Success Center (Success Center) offers a variety of programs including but not limited to; the Baylor Career Center, Resources for Prospective Graduate Students, and National and International Scholarships. Further, the Success Center offers numerous academic programs including the Student Success Initiative, Academic Support Program, and Access and Learning Accommodations. See the weblink (<https://www.baylor.edu/successcenter/>) for more information.
- For student seeking personal support, Baylor University Counseling Center (BUCC), located on the 2nd floor of the McLane Student Life Center in room 277, offers counseling and psychological assessment services. You can call the BUCC at 354-710-2467. See the weblink for more information: (https://www.baylor.edu/counseling_center/)
- The [International Student and Scholar Services](#) office provides orientation and immigration services for incoming international students and scholars. Health insurance is mandatory for all international students at Baylor.
- The [Writing Center](#) offers free personal tutoring in many areas of writing (e.g., essays, research papers, lab reports, job applications). In addition, they help with issues particular to writers whose native language is not English.
- Students who become new parents before graduating have a variety of accommodations available to help them complete their degree requirements while raising their children. Info can be found at

<https://www.baylor.edu/graduate/index.php?id=959189>. Students choosing to make use of these accommodations should speak with their advisor as soon as possible about creating a plan for completing their SP Ph.D. requirements.

1.5.3 School Psychology Program Resources for Students

- School Psychology students have access to the Learning Resource Center (LRC) located on the Garden Level of Marrs McLean Science Building (MMSCI). Resources in the LRC include study space, access to copiers, audio visual equipment, and digital fabrication equipment. The LRC is also where you access the school psychology assessments (e.g., WISC-5, ADOS-2, etc.) and protocols. Access to this information is limited to school psychology graduate students and you must receive permission from an instructor prior to access. For more information about the LRC, please access the link: (<https://www.baylor.edu/soe/index.php?id=935336>)
- Students have access to study carrells/cubicles on the 3rd floor of MMSCI in the Department of Educational Psychology (EDP). The cubicles are part of space provided to all Ph.D. students in the department and are often shared with a peer. For privacy, there are 2 private study carrells in the same area of the building where graduate students can work in private. These spaces are reserved through the EDP Office Manager (Ms. Heather Tindle).
- Student Travel Assistance: Graduate students are provided financial support to travel to state, national, and international conferences if they are presenters and are encouraged to represent the university, school, department, and program by presenting at professional conferences. There are 3 types of travel support for graduate students; a) Graduate School Funds; b) School of Education Funds; and c) EDP Funds. Students may apply for travel awards if they are presenting research at a professional meeting. Travel support may be obtained from the Graduate School (<https://www.baylor.edu/graduate/index.php?id=959180>), the SOE, and from the EDP department. To receive travel support from the SOE or EDP, students must complete the [Student Travel Scholarship Application](#) and return it to the EDP office at least **30 days** prior to travel date along with updated curriculum vitae. The link to the EDP Student Travel Award can be found on the left column on the following webpage: (<https://www.baylor.edu/soe/edp/index.php?id=934904>). Applications for EDP travel support have the following due dates:
 - August 15 for travel from September-December
 - December 15 for travel from January-May
 - May 15 for travel from June-August
- Student Travel for Dissertation Assistance: Doctoral students can apply for a maximum of \$400.00 to travel if it relates to their dissertation. The funding is provided only one time during the doctoral student's education at Baylor and must be used for the dissertation. See webpage: (<https://www.baylor.edu/graduate/index.php?id=959183>).

1.5.4 Student Feedback

The school psychology faculty welcome student feedback, both while they are graduate students as well as after they have graduated. There are a variety of ways for students to

provide feedback, some of which are:

- Course evaluations
- Meetings with their advisor (see Section 5.2), the BU SPP director, EDP chair, or any other EDP faculty member
- Self-evaluations (see Section 5.4)
- The SOE's confidential [program feedback form](#) (this is only for feedback regarding curricular or co-curricular requirements)
- Exit surveys, which are conducted by the Graduate School soon after graduating
- Alumni surveys, which are conducted periodically by the school psychology faculty.

2. PROGRAM DESCRIPTION

School Psychology is a general practice and health service provider specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process. The basic education and training of school psychologists prepares them to provide a range of psychological assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

School psychologists are prepared to intervene at the individual and system level, and develop, implement, and evaluate preventive programs. In these efforts, they conduct ecologically valid assessments and intervene to promote positive learning environments within which children and youth from diverse backgrounds have equal access to effective educational and psychological services to promote healthy development.

2.1 Statement of Program Philosophy

The mission of the SP Ph.D. program is to prepare health-service providers who apply scientific exploration and data-based decision making in schools or alternative settings to support the academic development and psychological well-being of children and youth. The program also emphasizes preparation of graduates for academic and scholarly careers, leadership roles in schools, clinics, and other community settings. The program features an integrated and coordinated sequence of coursework, applied clinical experiences, research experiences, and interactions with faculty and peers. The program uses the *scientist-practitioner* model of graduate education (Jones & Mehr, 2007; Lambert, 1993) and faculty strive to demonstrate that scholarship and applied practice are inextricably linked. The program's emphasis on evidence-based practices and professional preparation integrates the development of skills necessary to provide psychological services with the development of skills needed to understand and conduct research related to answering psychological and educational problems.

2.2 Program Aim, Objectives, and Competencies

Professional preparation provided by the SP Ph.D. is founded on the ethical codes and professional standards of the American Psychological Association (APA; American Psychological Association, 2010) and the National Association of School Psychologists (National Association of School Psychologists, 2010), as well as the Texas State Board of Examiners of Psychologists (TSBEP; Texas State Board of Examiners of Psychologists, 2014) rules of practice. Consequently, many BU SP courses cover various aspects of ethical behavior and decision making. A link to the PDF version of the APA's ethics codes is found in Appendix C, and the TSBEP's rules of practice can be found on its website at <http://www.tsbep.texas.gov/index.php>. Students are highly encouraged to read through them and have copies readily available.

The overall aim of the SP Ph.D. Program is to prepare highly skilled and competent

scientist-practitioners. Earning a degree from the SP Ph.D. program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals.

Combinations of cognitive, behavioral, emotional, intellectual, and communication skills are essential to perform these functions satisfactorily. These abilities and roles are not only essential to the successful completion of the SP Ph.D. program but are necessary to safeguard the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

We are committed to a training process that ensures that graduate students develop the knowledge, skills, and aptitudes to work successfully with members of the public who represent intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values generate tensions that negatively influence the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training method that is designed to support the attainment of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to serve in a professionally competent manner with all clients.

Some trainees may require extra time and faculty support to integrate their personal beliefs or values with professional competence. It is important to note that, in order to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial manner. Professional competencies are determined by the profession for the benefit and protection of the public; therefore, students do not have the option to avoid working with a client population or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Further, the program has objectives include developing specific competencies that support the program's mission and aim. Competencies are encompassed under one of nine domains of outcome competency that align with the core competencies for professional practice described in the Benchmark Evaluation System (see apa.org/ed/graduate/benchmarks-evaluation-system), although they have been adapted to fit with the program's mission and aim. All course work, field experiences (e.g., practicum, internship), and research experiences are purposefully designed to help all students attain the competencies needed to provide effective services to children and youth, their families, and educators. These domains of outcome competency, as well as training objectives regarding specific competencies within each domain, are as follows:

A. Professional Values and Behaviors, Self-Assessment, and Reflective Practices

- A1. Objective: Students demonstrate understanding of professional values and how to respond in situations that challenge professional values and integrity.
- A2. Objective: Students demonstrate the ability to accept personal responsibility and behave in a professional manner across settings and situations.
- A3. Objective: Students behave in a manner that safeguards the welfare of others.
- A4. Objective: Students demonstrate consolidation of professional identity as a

psychologist, adequate attainment of discipline-specific knowledge, and the ability to integrate science and practice.

A5. Objective: Students demonstrate an ability to self-assess competencies and recognize knowledge and skill deficits.

A.6 Objective: Students participate in required supervision in a truthful, straightforward, and respectful manner and independently seeks out supervision as needed.

B. Individual Diversity, Cultural Diversity, and Ensuring Equitable Practices

B1. Objective: Students demonstrate knowledge, awareness, and understanding of their own personal and cultural history, attitudes, and biases that may affect understanding and interacting with others.

B2. Objective: Students demonstrate understanding of current theory and research related to addressing diversity in all professional activities.

B3. Objective: Students apply knowledge, skills, and attitudes regarding dimensions of diversity to professional work across settings and situations.

B4. Objective: Students monitor structures, policies, procedures, and practices for fairness to identify disparities and advocate for equity across specific contexts and professional activities.

B5. Objective: Students develop the knowledge, skills, and aptitudes to work successfully with members of the public who represent interconnected demographics, attitudes, beliefs, and values.

C. Legal, Ethical, and Professional Standards

C1. Objective: Students demonstrate knowledge of the APA Ethical Principles and Code of Conduct and other relevant legal, ethical, and professional standards and guidelines.

C2. Objective: Students demonstrate knowledge of an ethical decision-making model and how to it can be applied to resolve ethical dilemmas.

C3. Objective: Students act in accordance with legal, ethical, and professional standards in all professional activities.

D. Interpersonal Relationships, Collaboration, and Consultation

D1. Objective: Students develop and maintain effective relationships with a wide range of clients, colleagues, organizations, and communities.

D2. Objective: Students display verbal, nonverbal, and written communications that are informative, articulate, succinct, sophisticated, and well-integrated and demonstrate thorough grasp of professional language and concepts.

D3. Objective: Students demonstrate the ability to receive feedback nondefensively, provide effective feedback to others, self-regulate their affect during difficult communications, and resolve conflict satisfactorily.

D4. Objective: Students conceptualize assessment, goal setting, intervention, and evaluation through indirect service delivery that involves collaboration with key stakeholders at individual, group, and systems levels.

D5. Objective: Students demonstrate knowledge of theory and empirical research regarding consultation and collaboration.

D6. Objective: Students demonstrate the ability to deliver competent evidence- based

consultation.

E. Scientific Knowledge and Habits of Mind, Research Designs and Methods, and Evaluation

E1. Objective: Students demonstrate advanced level knowledge of the history of psychology.

E2. Objective: Students demonstrate advanced level knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.

E3. Objective: Students integrate knowledge from two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, and social) to understand behavior.

E4. Objective: Students apply knowledge from basic content areas to their own research and practice.

E5. Students demonstrate advanced understanding of designs and methods used in psychological and educational research.

E6. Objective: Students demonstrate the ability to apply scientific methods to inform practice through evaluation of practices, interventions, and programs.

E7. Objective: Students demonstrate competencies needed to design and execute research that addresses salient research questions and generates new knowledge.

F. Measurement and Evidence-Based Assessment

F1. Objective: Students demonstrate knowledge of and successfully apply the theory, science, and techniques of psychological measurement.

F2. Objective: Students demonstrate understanding of the strengths and limitations of various assessment techniques and competently identify and select appropriate assessment techniques to assess client functioning.

F3: Objective: Students demonstrate competencies needed to analyze, interpret, and integrate assessment data in an evidence-based way that leads to recommendations and interventions.

F4: Objectives: Students demonstrate awareness of common decision-making biases and how to guard against them.

G. Evidence-Based Prevention and Intervention

G1. Objective: Students demonstrate advanced knowledge of evidence-based prevention and intervention programs and their theoretical and conceptual foundations.

G2. Objective: Students demonstrate strong clinical skills and implement interventions with fidelity.

G3. Students demonstrate advanced knowledge of evidence-based prevention and intervention techniques for academic problems.

G4. Students demonstrate advanced knowledge of evidence-based prevention and intervention techniques for behavioral, social-emotional, and mental health problems.

G5. Students demonstrate competencies needed to monitor treatment progress and evaluate the integrity and effectiveness of prevention and intervention techniques.

H. Teaching and Supervising

H1. Students demonstrate knowledge of didactic learning strategies and how to

accommodate developmental and individual differences

H2. Students demonstrate the ability to apply teaching methods in instructional settings.

H3. Students demonstrate understanding of the ethical, legal, and contextual issues of the supervisor role.

H4. Students Demonstrate knowledge of supervision models and practices.

H5. Students demonstrate knowledge of and effectively addresses limits of competency to supervise.

I. Systems and Universal/School-Wide Practices

I1. Objective: Students demonstrate an understanding of families, schools, and communities as systems and acquire the skills needed to work with others to promote partnerships and provide comprehensive services.

I2. Objective: Students demonstrate intermediate level knowledge of common and distinctive roles of other professionals and participate in interdisciplinary collaboration/consultation directed toward shared goals.

I3. Objective: Students demonstrate awareness of social, political, economic or cultural factors and intervene with clients to promote action on factors impacting development and functioning.

I4. Objective: Students promote change at the level of schools or other institutions, community, or society.

2.3 Field Experiences

A key component to training in school psychology is field experiences (Hatcher & Lassiter, 2007). These experiences allow students to interact with various school professionals and provide opportunities to practice the knowledge and skills they learn during course work while being supervised by professionals trained in school psychology. Consequently, students in the SP Ph.D. program participate in a variety of supervised field experiences.

Placements for practicum are typically in central Texas since students are continuing to take courses. SP Ph.D. faculty work closely with students to find practicum placements. After successful completion of all course work and practica, students are eligible to complete their internship. Unlike practicum—which is part-time and typically unpaid—internship is a full-time, paid position in a school district or school-related organization. The internship is completed during the student’s final year of training. Internships can be completed in locations either within Texas or in other states in the U.S.

2.4 Practicum Overview

Students participate in formal practicum courses each fall and spring semester for the four years of on-campus program followed by a 1500-hour full-time internship. Practicum consists of 4 levels; one for each year in the program prior to internship. The intention of Level One Practicum (Practicum courses 1 and 2) is to orient students to the function of public schools and clinic settings, while Level Two (Practicum courses 3 and 4) focuses exclusively on school-based skills. Level Three (Practicum courses 5 and 6) and Four (Practicum course 7) expose Ph.D. students to non-school environments including but not limited to McLane Children’s Scott

& White Hospital, Hillcrest Hospital, the Methodist Home, Bill Logue Juvenile Justice Center, etc. The setting for Three and Four Level Practicum is flexible and tailored to the interest of the student. Below is a general outline of practicum settings:

Year	Level	Practicum Title	Location/Setting	Approximate Number of Weekly Hours
1 st year	Level One	Fall – Practicum 1 Spring – Practicum 2	Public School and Baylor Autism Resource Clinic (BARC)	2-3 hours per week
2 nd Year	Level Two	Fall – Practicum 3 Spring – Practicum 4	Public Schools	9-10 hours per week
3 rd Year	Level Three	Fall – Practicum 5 Spring – Practicum 6	Public Schools/BARC/BCDD/Local Agency	9-10 hours per week
4 th Year	Level Four	Fall – Practicum 7	Non-School Setting (e.g., Medical/Juvenile Justice/University Disabilities Center, etc.)	9-10 hours per week

2.5 Internship Overview

The Internship in School Psychology is the component of the training program where the student engages in full time school psychologist practice that is closely supervised and comprehensive in scope. The internship provides an opportunity for the intern to develop a clear professional identity and explore the full responsibilities of a practicing school psychologist while having solid supervisory and/or consultative support from an experienced field supervisor. The Internship is that point of training that fully integrates all previous training experiences. It is designed to meet the specific training objectives of the American Psychological Association, (APA) and the Texas State Board of Examiners of Psychologists (TSBEP). The internship occurs at or near the end of the formal training period and shall be on a full-time basis over a period of one academic year or on a half-time basis over a period of two consecutive academic years. The internship should be at least 1,500 for Ph.D. students with at least 600 hours occurring in a school setting.

More information about field placements is found in the *Practicum Handbook* and *Internship Handbook*.

3. COURSE OF STUDY

The Ph.D. degree is a research degree, designed for individuals wishing for a full-time career in basic or applied research. The SP Ph.D. degree is designed to train scholars who can advance the theories and practice of psychology as they relate to diagnosis, assessment, intervention, prevention, and program development and evaluation services for children and youth within the context of schools, families, and other related systems. Although the degree provides extensive training in both basic and applied aspects of SP, *the major training goals for the Ph.D. degree are training clinical scientists and promoting an integration of science and practice in the discipline of school psychology.*¹ Therefore, students whose main career goal is applied psychological practice are a better match for the Ed.S. degree than the Ph.D. degree.

All students in the SP Ph.D. program develop advanced skills in research, including quantitative data analysis and psychological measurement. Students may wish to develop other specialized expertise in areas that draw on the strengths of the school psychology faculty and other faculty members in the EDP department or SOE. Students can do this through collaborating with faculty on research and clinical practice. Graduates of the SP Ph.D. program are especially well-prepared for careers in clinical science including research, teaching, and service in universities, school districts, state departments of education, and similar agencies. Although the Ph.D. degree is designed for students with career goals other than full-time applied psychological practice, training in SP is designed to comply with the standards of APA, NASP, and the TSBEP.

3.1 Overview of Requirements for the Ph.D. Degree

The SP Ph.D. program requires at least 101 hours of academic course work, practica, and research. It typically consists of four full years of graduate study on campus followed by a culminating 1,500-hour internship during the fifth year. Students typically earn a non-terminal Master of Science in Education (MS.Ed.) degree as part of their Ph.D. work. Dr. Nick Benson directs the SP Ph.D. program.

Students entering the Ph.D. degree having already earned a Master's or Ed.S. degree in school psychology should work with their advisor to develop a course plan that meets their specific training needs. See Section 3.3 for information about transferring in hours towards the Ph.D. degree from a Master's or Ed.S. degree.

The SP Ph.D. can be conceptualized as consisting of three inter-related and coordinated stages:

1. During the first stage, students develop knowledge of basic content areas in scientific psychology, clinical skills, and foundational research skills. Students begin to develop a

¹ The Academy of Psychological Clinical Science defines *clinical science* as “a psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition, or health; and at the application of knowledge in ways consistent with scientific evidence.”

professional identity but need close supervision and frequent feedback. The culmination of the first step is passing the preliminary examination process. This stage typically takes three years.

2. The second stage involves expansion of scientific and clinical skills in a substantive area of study that culminates in completion of a doctoral dissertation. Students can perform many skills with minimal or no supervision and are starting to achieve proficiency in teaching and supervising others. This stage takes approximately one year.

3. Finally, students complete a pre-doctoral internship in stage three. The pre-doctoral intern-ship year allows students to polish their clinical skills in an applied setting and develop an appreciation of issues meaningful to practitioners while simultaneously working on research projects with Baylor and internship faculty.

3.2 Required Courses and Typical Course Sequence

First Year

Fall Semester 14 Hours

EDP 5328 Psychological Assessment of Children and Adolescents I: Cognitive

EDP 5340 Measurement and Evaluation

EDP 5341 Professional Practice, Law and Ethics for School Psychologists

EDP 6360 Experimental Design I

EDP 5V78 Practicum in School Psychology (2 hours)

Spring Semester 13 Hours

EDP 5337 Psychological Assessment of Children and Adolescents II: Psychoeducational

EDP 5360 Psychological Interventions with Children and Adolescents II: Counseling

EDP 5367 Developmental Psychopathology

EDP 6362 Applied Multiple Regression/Correlational Analysis in Education

EDP 5V78 Practicum in School Psychology (1 hour)

Summer Semesters 6 Hours

EDP 5393 Cultural Issues with Children and Families^a

EDP 5356 Psychological Interventions with Children and Adolescents I: Behavior

Qualifying Exam

Second Year

Fall Semester 11 Hours

EDP 5362 Psychological Interventions with Children and Adolescents III: Academic

EDP 5394 Psychological Assessment of Children and Adolescents III: Social Emotional

EDP 6365 Latent Variable Models in Education

EDP 5V78 Practicum in School Psychology (2 hours)

Spring Semester 11 Hours

EDP 5327 Educational Evaluation

EDP 5370 Consultation, Collaboration, and Family-School Partnerships
 EDP 6340 Teaching in Higher Education
 EDP 5V78 Practicum in School Psychology (2 hours)

Summer Semester 3 Hours
 PSYC 5339 Social Psychology
School Psychology Praxis Exam
Earn Non-Terminal M.S.Ed. Degree

Third Year

Fall Semester 11 Hours
 EDP 5366 Psychology of Exceptional Children
 EDP 6350 History and Systems of Psychology and Educational Applications
 (Offered every 2 years)
 EDP 6V78 Practicum in School Psychology (2 hours)
 PSY 5323 Biological Foundations of Behavior

Spring Semester 11 Hours
 EDP 5333 Psychology of Learning, Cognition, and Affect
 EDP 5363 Psychological Interventions with Children and Adolescents IV: CBT
 EDP 6356: Doctoral Seminar in School Psychology
 EDP 6V78 Practicum in School Psychology (2 hours)

Summer Semester 3 Hours
 EDP 6332 Advanced Study of Human Growth and Development
Preliminary Examination
Start Internship Application Process

Fourth Year

Fall Semester 6 Hours
 EDP 6V78 Practicum in School Psychology (3 hours)
 EDP 6366 Item Response Theory

Spring Semester 6 Hours
 EDP 6V99 Dissertation^b

Summer Semesters 2 Hours
 EDP 6182 Doctoral Internship in School Psychology
 EDP 6V99 Dissertation

Fifth Year

Fall Semester 2 Hours
 EDP 6182 Doctoral Internship in School Psychology

EDP 6V99 Dissertation

Spring Semester

2 Hours

EDP 6182 Doctoral Internship in School Psychology

EDP 6V99 Dissertation

Submit Internship Portfolio

Note. Italicized items are suggested times for co-curricular activities.

^{a.} May be taken as part of the [study abroad in Costa Rica program](#).

^{b.} Students are required to take 9 dissertation hours. The typical plan is to take 6 in spring semester and 1 each the following 3 semesters. Depending on when the student completes the dissertation, the final hours can be adjusted to fit the semester of the dissertation defense.

3.3 Transfer Credit and Course Substitution

Students can transfer graduate credit from other institutions towards the Ph.D. degree. Transfer of credit occurs after enrollment and must be approved by the director of the SP Ph.D. program, your advisor, and professors who teach the courses. In addition, the Graduate School must approve your credit transfer petition. The petition may be found at <https://www.baylor.edu/graduate/doc.php/334446.pdf>. Students may transfer up to six hours. These hours must have been completed within the previous five years of being admitted into the doctoral program and must be approved as an appropriate substitute for a required course in your program of study.

3.4 Qualifying Examination

Students must pass a qualifying examination following completion of their first two semesters of graduate study. Students will submit a pre-candidacy portfolio to faculty at the end of the Spring semester. The pre-candidacy portfolio process is described in Section 3.5.1. Students are required to submit their research paper from EDP 5341 as part of their portfolio. This paper will be evaluated as part of the qualifying examination process primarily to ensure that students display proficiency with conducting literature reviews and preparing manuscripts using APA style. At least three faculty members will review the portfolio and research paper. To be successful regarding their pre-candidacy portfolio, students must meet or exceed expectations in five of the nine competency domains described in Section 3.5. Students will be allowed one resubmission per domain. Students who meet or exceed this criterion will progress to an oral examination in which program faculty will ask follow-up questions regarding the portfolio. The student's advisor will coordinate with the student and faculty to schedule a meeting that will occur in the summer. The oral examination will be rated as pass or fail. Students who do not pass both the portfolio and oral examination requirements will be dismissed from the program. Students who pass but do not meet expectations in one or more of the competency domains will be provided with a written improvement plan.

3.5 Preliminary Examination

Preliminary examinations are required by Baylor University Graduate School. The form of the

examination is determined by the faculty of individual programs. The preliminary exam for the SP Ph.D. Program requires integration and application of knowledge and skills acquired during graduate experiences and consists of two major parts, a pre-candidacy portfolio and an oral examination. Most students are expected to complete their preliminary examination in the summer following their third year of graduate study.

Preliminary examinations are designed to assess students' attainment of the program's outcome competencies. These competencies align with the core competencies for professional practice described in the Benchmark Evaluation System (see apa.org/ed/graduate/benchmarks-evaluation-system), although they have been adapted to encompass specific competencies required for practice in school settings. The doctoral program's nine domains of outcome competencies include (1) Professional Values and Behaviors, Self-Assessment, and Reflective Practice; (2) Individual Diversity, Cultural Diversity, and Ensuring Equitable Practices; (3) Legal, Ethical and Professional Standards; (4) Interpersonal Relationships, Collaboration, and Consultation; (5) Scientific Knowledge and Habits of Mind, Research Designs and Methods, and Evaluation; (6) Measurement and Evidence-Based Assessment; (7) Evidence-Based Prevention and Intervention; (8) Teaching and Supervising; and (9) Systems and Universal/School-Wide Practices.

3.5.1 Pre-Candidacy Portfolios

The preliminary examination process involves creating a portfolio of work developed during the first three years of graduate study. The portfolio consists of the following 10 components:

- Introduction
- Statement on Professional Goals and Competencies
- Influential Readings
- Evidence
- Table of Evidence Summaries (1-3 pages per competency to accompany narrative evidence summaries for each domain)
- Field Experience Evaluation Forms
- Summary of Field Experience Evaluation Ratings
- Annual Evaluation Reports completed by faculty
- Transcript
- Curriculum Vita
- Praxis (#5402) Exam Results

The Introduction must be three to four double-spaced pages in length. It should include a biographical statement as well as details regarding the organization and structure of the portfolio. This text should help readers understand how to navigate the portfolio materials to quickly access and interpret evidence supporting attainment of competencies.

The Statement on Professional Goals and Competencies requires students to identify their professional values and self-assess their competencies. First, professional interests, aspirations, and goals must be described. Second, students must describe their theoretical orientation to the science and practice of school psychology. Third, students must report their self-assessment of professional competencies. As described in Chapter 5, students must complete self-evaluations every year. These forms should be discussed and appended. The Statement on Professional Goals

and Competencies must be at least six double-spaced pages in length and should conclude with a summary that clearly and succinctly expresses the student's professional identity and what they can do as scientist-practitioners.

The Influential Readings component is a list of key readings reflecting the student's interests and theoretical orientation to the science and practice of school psychology. Readings must be organized based on the program's nine domains of outcome competencies, with at least five references provided for each domain. Within each domain, students must describe how the readings listed influenced their thoughts and practices. At least half of the readings cited must be peer-reviewed empirical research articles.

Evidence includes any artifact submitted to demonstrate competence in a specific domain or subdomain. This includes, but is not limited to, psychological reports, therapy notes, consultation notes, outcome data with corresponding interpretations, manuscripts, practicum logs, summaries of teaching evaluations completed by students or peers, and letters of support. In the Table of Evidence Summaries, evidence must be organized based on the program's nine domains of outcome competencies. At least five artifacts must be presented within each domain. A description must be provided for each artifact to indicate when the artifact was created, the context of its creation, and how it supports competence in the domain.

Students must develop a *Summary of Field Experience Evaluation Ratings* and provide it to their faculty advisor by the end of every Spring semester until the preliminary examination process is complete. Faculty will meet and provide students with Annual Evaluation Reports during the summer.

Portfolios must contain all Field Experience Evaluation Forms completed by practicum supervisors, a Summary of Field Experience Evaluation Ratings, and an Annual Evaluation Report for each year of the program that the student has completed. Portfolios also must contain a current unofficial transcript and a current curriculum vita, both of which should be updated at the end of every spring semester until the preliminary examination process is complete. Finally, students must submit a passing score for the Praxis Series® School Psychology test (#5402) score before the end of the Spring semester of their third year. All students are required to earn a score at the passing level set by the TSBEP. As of September 2014, the passing score is 147. Students must submit an official copy of the score report to the Ph.D. SP Director, which can be done by listing "Baylor University" as a Designated Score Recipient using the code 6032. Typically, students are prepared for this exam by the summer of their second year. Taking the examination in the summer of their second year allows for an opportunity to retake the exam, if needed. Overall, student performance has been outstanding, with a 100% pass rate.

Students must upload their portfolio to the Student Portfolio folder in the Baylor Box at the end of every spring semester until they pass the preliminary examination. The submission must include all required components as well as a Table of Contents that organizes electronic documents by competency domain. The contents of portfolios are reviewed annually. The following rubric is used to evaluate progress toward mastering the nine domains of competency outcomes during the first two years of graduate study:

Performance Rating

5 = Outstanding. The evidence reflects exceptional performance that is well above expectations. Competencies in this domain are as well developed as a school psychologist with several years of experience.

4 = Exceeds Expectations. The evidence reflects performance that exceeds expectations for this stage of professional preparation.

3 = Meets Expectations. The evidence reflects performance at expected levels for this stage of professional preparation.

2 = Below Expectations. The evidence reflects inconsistent performance. Additional actions are needed to achieve performance at expected levels for this stage of professional preparation.

1 = Unsatisfactory. The evidence reflects performance far below expectations for this stage of professional preparation. A written improvement plan is needed to remediate this deficit.

Program faculty rate pre-candidacy portfolios independently then meet to determine a consensus rating for each domain. At least three faculty members rate each portfolio. Written improvement plans are developed for students who receive a rating of 1 (Unsatisfactory) in any of the nine domains. Inadequate progress or personal issues that impact enrollment may extend the process beyond three years.

When students advance to the final portfolio review a different rubric is used to evaluate progress toward mastering the nine domains of competency. This rubric reflects rating of readiness for doctoral candidacy and internship. Thus, faculty are asked to rate the extent to which evidence reflects mastery of competencies needed to successfully complete a dissertation and internship. This rubric uses the following 5-point scale:

Readiness for doctoral candidacy and internship

5 = Very

4 = Mostly

3 = Moderately

2 = Somewhat

1 = Not at All

Written improvement plans will be developed for students who receive a rating of 2 or lower in any domain. Students can schedule a retake with their faculty advisor when they are confident that the deficiency has been remediated. A mean rating of 4.0 across domains is needed to pass the pre-candidacy portfolio requirement of the preliminary examination. Students are allowed one retake per domain.

3.5.2 Oral Examinations

An oral interview will be scheduled following successful completion of the pre-candidacy portfolio requirement. The oral interview will provide an additional opportunity for the student to demonstrate attainment of outcome competencies. The oral interview will consist of follow-up questions regarding the portfolio as well as supplemental questions that require integration and synthesis of relevant knowledge and experiences. Students will be asked to elaborate on any competency domain for which they were rated as moderately ready for internship. At least two weeks before the oral examination students will receive a list of at least three supplemental questions. A quorum of school psychology faculty members must be present at the oral

examination to serve as an examining committee. The student's faculty advisor will chair the examining committee. Each member of the committee will develop a supplemental question that will be addressed during the oral examination. Student performance will be rated as pass or fail based on the evaluating committee's consensus decision regarding the student's mastery of competencies needed to successfully complete a dissertation and internship. Students who do not pass the oral examination will be allowed one retake scheduled in collaboration with their faculty advisor. Students must pass the oral examination in order to advance to candidacy for the Doctor of Philosophy degree. Oral examinations will adhere to the following schedules:

- Student provides oral summary of portfolio (5 minutes)
- Student addresses questions from the examining committee (45 minutes)
- Closed discussion among examining committee
- Feedback to student (10 minutes)

3.6 Dissertation²

All candidates for the SP Ph.D. degree must successfully prepare a dissertation and defend it in an oral examination and successful defense of the dissertation is required for partial fulfillment of a Doctor of Philosophy degree. In order to be approved, the dissertation must represent an original, scholarly contribution to the research literature relevant to school psychology. Thus, the target audience is the national community of researchers/scholars who study the topic and publish their work in scientific journals.

3.6.1 Dissertation Committee

The dissertation committee consists of five faculty who are a member of the Baylor University Graduate Faculty. A minimum of three members (including the Chair) must be from within the EDP department, and one member must be from outside the department. The fifth member can be from any department on campus, preferably a department outside the School of Education.

3.6.2 Dissertation Proposal

Students prepare a proposal to present to the dissertation committee. Students work closely with the chair of their supervisory committee to formulate ideas for the dissertation. Students are strongly encouraged to start reading about topics of interest during their first semester of studies. Dissertation ideas will be discussed during routine meetings with faculty advisors during the first three years of graduate studies. Students sometimes (but not always) build upon papers completed as requirements for academic courses, or upon work completed in collaboration with a faculty member.

The format of the proposal will vary depending on the dissertation format but will typically consist of at least a literature review, statement of the problem, clearly stated research questions and

² Throughout the dissertation process, students are encouraged to use the Writing Center. They offer free personal tutoring in many areas of writing, including issues particular to students whose native language is not English.

hypotheses, and the proposed methodology. The exact requirements for the proposal are determined by the chair of the supervisory committee.

Once the student and dissertation chair believe that the proposal is ready you will need to submit for plagiarism review. You will need to work with your mentor to submit your document to Turnitin.com. You must sign the *Dissertation Proposal Seminar Form* document that attests to his/her commitment at the beginning of the dissertation process (Appendix A). In order to pass this review, you must receive a Turnitin Similarity Score Range below 15%. Once this review has been passed a committee meeting is scheduled. The purpose of this meeting is to ensure that the committee agrees with the choice of topic, depth of literature review, appropriateness of the research questions and hypotheses, and the design of the study. Two weeks prior to this meeting, students must send a copy of their proposal to all committee members. The student will present the proposal and answer questions from committee members during the meeting. If the committee approves of the proposal the dissertation chair will need to complete the *Dissertation Proposal Seminar Form* (Appendix A), obtain signatures from all committee members, and return a copy to both the Department of Educational Psychology and Graduate School.

When the dissertation proposal is approved by the supervisory committee the student must submit required paperwork to the Human Subjects Committee (Institutional Research Board [IRB]). IRB review is required for any project that deals with human participants. Once the student has received approval from the IRB she/he may proceed with recruiting participants, data collection, and analysis.

3.6.3 Dissertation Format

The Department of Educational Psychology has adopted two formats for the dissertation: the traditional dissertation and an alternative journal articles format. The format of the dissertation is a decision that the student, dissertation chair, and dissertation committee jointly make; it is not a decision made solely by the student. Regardless of format, the dissertation should conform to the *Guidelines for Preparing the Dissertation and Thesis* published by Baylor Graduate School and to the *Publication Manual of the American Psychological Association (Seventh Edition)*.

3.6.3.1 Traditional Dissertation

The traditional format consists of five chapters: Introduction, Literature Review, Method, Results, and Discussion. See Appendix B for an outline of how to present these chapters along with accompanying front matter and back matter. The Introduction defines the aim and scope of the study, establishes the need for the study, and culminates with a succinct statement of the problem(s) to be investigated.

The Literature Review should be comprehensive. A major purpose of the dissertation is for students to demonstrate their knowledge and scholarly competence. The literature review of a dissertation is typically much longer than that of a journal article, as this chapter provides an opportunity to display their knowledge of the topic under investigation as well as their expertise regarding research design and methods. Although the review need not be exhaustive in most cases, students should cite and discuss classic/highly cited papers on the topic, recent publications on the topic, and papers that support choices made regarding the research design and method. In most

cases the references cited should be empirical research articles, although this will not always be the case, such as when the study is qualitative in nature.

The Method section describes the research design and the method used to address the research questions. Research procedures and data analytic techniques must be commensurate with those currently used in leading scholarly research journals in psychology and education. This section will differ depending on the nature of the study. Broad distinctions can be made based on answers to the following questions:

- Does the study employ a quantitative, qualitative, or mixed design?
- Is the target of analysis groups of individuals or individual participants (i.e., single-case design)?
- Does the study employ an experimental design, correlational design, or some other alternative?

3.6.3.2 Alternative Journal Articles Format

The difference between the traditional and alternative format is mainly in how the content is organized. See Appendix B for guidance on how to structure dissertations using this format. The alternative journal articles format does not differ in quality, contribution to the field, or rigor. As most journals have page limitations some sections, most notably the Introduction, will not be as comprehensive relative to a traditional dissertation. The final product from either format should make a novel contribution to the field and should be a work that is publishable in a peer-reviewed outlet.

This alternative is defined as a collection of two or more papers first authored by the student (i.e., the text of one or more manuscripts), submitted or to be submitted for publication, and/or published articles, reformatted according to university requirements. Each paper must be judged by the dissertation committee to be of publishable quality in journals deemed by the committee to be of high quality.

The purposes of the journal-article dissertation format are to: (a) train students to report research findings in a format traditionally used by their scientific and professional communities, (b) facilitate submission of publications based on the papers produced for the dissertation, and (c) allow for other students and professionals to review the student's dissertation research in a concise reporting format.

How many papers, and what journals the papers target, are joint decisions of you and dissertation committee, it is not a decision made by you alone. The general topic areas and methods of research should conform to the existing standards for EDP dissertations. The papers must have a cohesive, unitary character, making them a report of a single program of research. This must be explicated in the Introduction and Conclusion chapters. The Introduction chapter is a very short précis of the papers and a brief explanation of how they form a cohesive unit and will typically be more than 5 pages. The Conclusion chapter is a short integration of the results from each paper and will not typically be more than 5 pages.

The alternative format of a dissertation may vary to some extent as a function of

the type of research study being conducted. While it is expected that you, with the help of your mentor and/or dissertation chair, will submit the papers for publication in peer-reviewed journals, prior publication or acceptance for publication of the papers is not a requirement for passing the dissertation nor is it recommended. Publication (or acceptance for publication) of a paper before presentation of the dissertation in no way supersedes the Department's evaluation of the work during the dissertation examination process. That is, publishing the paper before the final defense does not guarantee that the dissertation will be found acceptable for the degree. Moreover, irrespective of journal editors'/reviewers' comments, the Dissertation Committee may require major or minor revisions to the written dissertation for the final copy submitted to the Graduate School.

When previously published copyrighted material is presented in the alternative journal article format you must obtain signed waivers from the publisher(s) and submit these to the Department of Educational Psychology and Graduate School with the dissertation. Signed waivers from any co-authors of unpublished manuscripts also must be submitted. Students are strongly encouraged to obtain copyright permissions from publishers (published papers) and co-authors (unpublished papers) as soon as possible. For more information, see *Using Copyrighted Material and Avoiding Plagiarism in Dissertations and Theses* information in the Graduate School's [*Guidelines for Preparing the Dissertation and Thesis*](#).

3.6.4 Oral Defense

After candidates have written the final draft of the entire dissertation it is submitted for plagiarism review. You will need to work with your mentor to submit your document to Turnitin.com. Once this review has been passed and the dissertation chair has approved the draft students schedule an oral defense of the dissertation. At least two weeks prior to the oral defense, students must:

- A. Submit a final copy of the dissertation to the members of the committee. (Note: You may have been submitting drafts of the dissertation to committee members throughout the dissertation process. Submissions of drafts depend upon individual committee member's requests and your chair's recommendations.)
- B. Complete the Announcement of Doctoral Oral Examination form and return to the Graduate School.
- C. Make a public announcement of the defense.
- D. Have a preliminary review with the Graduate School.

Before the day of the oral defense, you need to print:

- A. Three (3) Signature Pages with completed information. You will also need to print and retain one (1) unsigned signature page for insertion into the electronic submission copy;
- B. One (1) Result of Oral Examination form. This will be signed at the defense.

The dissertation committee then conducts an oral examination in which the student defends the dissertation. The dissertation chair ensures that the examination is formally announced, conducted fairly, and open to the faculty. Members of the dissertation committee will complete the *Assessment Rubric for Final Dissertation Defense* in Appendix D. For the defense to be considered

successful, the total rating must average 13 points or higher across raters. Candidates who fail this examination retake the oral examination only upon the recommendation of the Graduate Program Director and the approval of the Graduate School.

Prior to the semester deadline date and not more than two weeks after the successful oral defense, you must schedule a Final Review with the Graduate School and submit one copy of the dissertation in its final form to the Graduate School along with the signed Approval of Final Dissertation/Thesis Copy and Copyright and Availability forms. (*Remember to check the Graduate School's [calendar](#) for specific dates for the semester that you plan to graduate.*) After the dissertation has been successfully defended the dissertation chair will submit the Change of Grade form for dissertation hours.

After the Graduate School review, the dissertation is returned to you for final changes. When the changes are made, you will follow the submission process as outlined in the Graduate School's [Dissertation and Thesis Guidelines](#).

3.7 Internship

Internships are the culmination of a student's professional training. A successful internship is an interactive, dynamic experience in which the intern applies knowledge and skills gleaned from coursework to real settings. Successful internships develop abilities (i.e., the appropriate application of knowledge and skill) for problem identification, hypothesis generation, intervention, and determination of outcomes. Internships should not merely consist of exposure to the “real world” or be a source of inexpensive labor for hosting sites. The most important part of the internship is the growth and development of the intern.

Internships are taken at the end of the student's program of professional preparation. Students must complete all required coursework and advance to candidacy for the doctoral degree (i.e., complete the pre-candidacy portfolio requirements and oral examination) prior to internship. Additionally, students must have a dissertation proposal approved before applying for an internship.

Additional programmatic policies and procedures for internships are presented in the *Internship Handbook*. Note that the Internship Handbook is designed to meet the requirements for our Ph.D. and Ed.S. students; the Ph.D. students should focus on the obligations related to their degree. Internships typically consist of a full-time experience for the course of one year. Guidelines and requirements put forward by APA are followed by the program as the SP Ph.D. program mandates that interns complete a minimum of 2000 clock hours, with at least 600 clock hours in a school setting. Ph.D. graduates are thus prepared to seek the generic Psychologist License upon completion of post-degree supervision requirements. Half-time placements over a 2-year period, work during summer months in a school setting, and other deviations from a full-time, school-year internship are made only when the characteristics of the student (e.g., experienced school psychologist) and of the placement (e.g., year-round school) necessitate the change. Half-time placements over a 2-year period are rare and must be approved by the SP faculty. Students should communicate with their advisor if they are seeking half-time placements.

Students must submit an internship portfolio that builds upon their portfolio from the preliminary examination process. The internship portfolio should highlight growth during internship and readiness for practice. The portfolio consists of the following 10 components:

- Introduction
- Statement on Professional Goals and Competencies
- Influential Readings
- Evidence
 - Reports (One example per category)
 - Learning disability
 - Emotional disability
 - Intellectual disability
 - Case Study Reports
 - Assessment Academic intervention
 - Behavioral intervention
 - Other (at least 2 evidence sources per domain of outcome competency)
- Table of Evidence Summaries (1-3 pages per competency to accompany narrative evidence summaries for each domain)
- Field Experiences Evaluation Forms
- Summary of Field Experience Evaluation Ratings
- Intern Site Evaluation Form
- Oral Presentation
 - Documentation such as PowerPoint slides or corresponding paper
 - Feedback report (provided by professors)
- Transcript
- Curriculum Vita

The Introduction should be revised, as appropriate, from the version submitted in the pre-candidacy portfolio. It should remain three to four double-spaced pages in length. It should include a biographical statement as well as details regarding the organization and structure of the portfolio. This text should help readers understand how to navigate the portfolio materials to quickly access and interpret evidence supporting attainment of competencies.

The Statement on Professional Goals and Competencies also should be revised, as appropriate, from the version submitted in the pre-candidacy portfolio. In this statement students identify their professional values and self-assess their competencies. First, professional interests, aspirations, and goals must be described. Second, students must describe their theoretical orientation to the science and practice of school psychology. Third, students must report their self-assessment of professional competencies. As described in Chapter 5, students must complete self-evaluations every year. These forms should be discussed and appended. The Statement on Professional Goals and Competencies must be at least six double-spaced pages in length and should conclude with a summary that clearly and succinctly expresses the student's professional identity and what they can do as scientist-practitioners.

The Influential Readings component is a list of key readings reflecting the student's interests and theoretical orientation to the science and practice of school psychology. Readings must be

organized based on the program's nine domains of outcome competencies, with at least five references provided for each domain. Within each domain, students must describe how the readings listed influenced their thoughts and practices. At least half of the readings cited must be peer-reviewed empirical research articles. Moreover, a minimum of one reading per domain must be added to the list submitted in the pre-candidacy portfolio. These additions reflect the students' continued commitment to consuming empirical research and other professional scholarship.

Evidence includes any artifact submitted to demonstrate competence in a specific domain or subdomain. This includes, but is not limited to, psychological reports, therapy notes, consultation notes, outcome data with corresponding interpretations, manuscripts, practicum logs, summaries of teaching evaluations completed by students or peers, and letters of support. Students should add to the evidence presented in the pre-candidacy portfolio. New sources of evidence obtained during internship should be presented in each domain of competency. In the Table of Evidence Summaries, evidence must be organized based on the program's nine domains of outcome competency. At least seven artifacts must be presented within each domain. A description must be provided for each artifact to indicate when the artifact was created, the context of its creation, and how it supports competence in the domain.

Students must add the Field Experience Evaluation Forms completed by their internship supervisor and revise their Summary of Field Placement Evaluation Ratings to include discussion of growth during internship and readiness for independent practice. Additionally, students must include the Intern Site Evaluation Form they completed and discuss their ratings and overall internship experience.

Students must add documentation for the oral presentation made to faculty and peers near the end of the internship experience. Students also should include the feedback report that they receive from faculty. Finally, portfolios also must contain a current unofficial transcript and a current curriculum vita.

Students must upload their portfolio to the Student Portfolio folder in Box in the Spring semester of their internship year as directed by the internship coordinator. The following rubric is used to evaluate progress toward mastering the nine domains of competency outcomes during internship:

Readiness for entry-level practice

5 = Very

4 = Mostly

3 = Moderately

2 = Somewhat

1 = Not at All

Ratings on this 5-point scale indicate the extent to which the student has attained the competencies expected of an entry-level practitioner. Ratings are completed by the program's internship coordinator. Written improvement plans will be developed for any student who receives a rating below 3.0. The internship will be extended until the student demonstrates an acceptable level of competency.

4. ACADEMIC POLICIES AND PROCEDURES

4.1 Admissions³

The admissions process for the SP Ph.D. program conforms to the general admissions requirements for the BU Graduate School, the SOE, and the EDP department. Prospective students are encouraged to access the admissions information available on the Graduate School's website. The application is available online at <https://www.baylor.edu/graduate/gobaylor> or can a printed version can be obtained by telephoning the BU Graduate School at 254-710-3588 or by writing them at: One Bear Place #97264, Waco, TX 76798-7264.

Students are admitted for the fall semester only and the application deadline is February 15. The BU school psychology faculty desire to admit qualified applicants from a diversity of backgrounds. Students do not have to have an undergraduate degree in psychology, but should have taken courses in general psychology, introductory statistics, research design, and child/adolescent development. Admission decisions are made by consensus of the BU school psychology faculty based on multiple factors including:

GRE scores

Letters of recommendation

Potential match between the applicant's goals and the program goals (see Chapter 2)

Relevant work, clinical experience, research experience

Previous course work and grades

Applicants whose native language is other than English need to submit scores from the Test of English as a Foreign Language (TOEFL) exam. There are not minimum GRE or GPA cutoff, but students with low GPAs or low GRE scores need to show outstanding performance in other areas to be competitive for admission. Characteristics of recently admitted students are available on the SP Ph.D. website

(<https://www.baylor.edu/soe/schoolpsychology/index.php?id=973471>).

Admissions into the SP Ph.D. program is competitive, as more qualified individuals apply than can be admitted. In early February, the BU school psychology faculty review applications to identify promising applicants whose interests appear to be a good match for the program. Highly ranked applicants are then invited for an interview, which are typically conducted by phone or Internet (e.g., Skype/Zoom). Based on the student qualifications, student interviews, perceived applicant program match, and available openings, applicants are either accepted, rejected, or put on a wait list. Being placed on the wait list indicates that the faculty determined the applicant is a strong candidate for the SP Ph.D., but there are not enough openings to admit the individual. If openings later become available, individuals on the wait

³ Texas requires that students must pass a criminal history check before they are allowed to enter the public schools to participate in practicum or internship activities. The criminal history check requires submitting fingerprints to state and federal law enforcement authorities. Individuals with a criminal record who cannot pass the criminal history check will not be able to complete the required training sequence.

list are then accepted as space permits.

The SP Ph.D. faculty encourages students from diverse backgrounds and students with disabilities to apply and does not discriminate among applicants on the basis of race, ethnicity, religion, sex, gender, sexual orientation, national origin, disability status. Applicants with disabilities must be able to complete the requirements of the program and profession with reasonable accommodation to be considered. Through the Office of Access and Learning Accommodation (OALA), BU offers a comprehensive program of services and academic accommodations that are designed to provide access and opportunity to individuals with disabilities.

4.2 Tuition, Fees, and Financial Support

4.2.1 Tuition & Fees

[Student Financial Services](#) provides updated information regarding the Tuition and Fees for graduate students. In general, tuition for Summer courses is offered at a cheaper rate than tuition during the Fall or Spring semesters. Fees are billed and due at the same time as tuition payments. Students receiving a stipend (e.g., as part of an assistantship), are eligible to use the installment plan for paying university fees at no additional charge. Contact the [Cashier's Office](#) for more information.

4.2.2 Financial Aid

There are two types of financial support for graduate students: stipends and tuition remission. *Stipends* are payments made at regular intervals to assist students with living expenses. *Tuition remission* pays for courses. The two types of financial support can be offered together or separately. In other words, you might receive a stipend but little or no tuition remission or you might receive tuition remission and no stipend. Nearly all SP Ph.D. students receive a stipend, full tuition remission, and a 50% subsidy in general student fees. Stipend amounts may vary, but most students currently receive about \$22,000 annually.

4.2.2.1 Financial Aid from Baylor University

There are numerous opportunities for students to receive financial support through BU, as well as within the SOE or the EDP department. Most graduate student financial support at Baylor comes from graduate assistantship (GA). GAs can come from a school, department, or from a grant. To be eligible for EDP GAs, students should complete the [Graduate Assistantship/Scholarship](#) form. In addition, the Graduate School posts [open assistantships and fellowships](#).

Students receiving a Baylor GA need to check with the assistantship director about the beginning and end dates. *Unless otherwise noted, students are expected to work at their GA from the first day of class until the last day (i.e., commencement) during a semester.* All Baylor GAs receiving a stipend must complete an I-9 and a W-4 form. [Graduate Student Employment Forms](#) may be obtained from the Graduate School's [website](#).

4.2.2.2 Extramural Sources

Many graduate students receive funding for their education at BU from sources outside of Baylor. The APA provides a list of many different ways for students to fund their graduate education: <https://www.apa.org/apf/funding/scholarships>

The [Texas Tuition Equalization Grant](#) program is provided by the Texas State Legislature—through the Texas Higher Education Coordinating Board—to help eligible students defray the cost of attending a private, accredited college or university in Texas. To be eligible, the student must be a resident of Texas and meet the Coordinating Board’s criteria for need-based financial aid. In addition, students may also receive an athletic scholarship or be enrolled in a theological or religious degree program. All Texas residents will automatically be considered for this grant based on the results of an application for Federal Student Aid (FAFSA) and a Texas Residency Affirmation. Amounts awarded vary depending upon available eligibility funds and annual limits as set by the Coordinating Board.

For information on other sources of funding, please contact the Academic Scholarships and Financial Aid office.

Office of Academic Scholarships and Financial Aid
 PO Box 97028
 Waco, TX 76798-7028
 Phone: 254-710-2611
 Email: FinancialAid_Office@baylor.edu
 Web Site: <http://www.baylor.edu/finaid/>

4.3 Faculty Advisors and Supervisory Committee

Students are appointed a faculty advisor when they matriculate. Students may request a change in advisor if another faculty member is a better fit with their professional goals, interests, or other characteristics. Faculty advisors provide advice, check on progress, conduct the qualifying and preliminary examinations, and typically supervise the preparation of the dissertation and chair the dissertation committee. Students may elect to change faculty advisors if another faculty member is a better fit as dissertation chair given the student’s research interests, or if the current faculty advisor is unable to complete this role. This change would need to be arranged and agreed upon by the student, current faculty advisor, and the replacement faculty advisor. It is important for students to identify their dissertation chair by the beginning of your third year in the program, preferably much sooner. Students work closely with their faculty advisor to develop a dissertation research idea and methodology. The chair provides expertise in the student’s area of research, specific feedback on work, and support. The chair also approves the proposal for and the final version of the dissertation before these documents are submitted to the other members of the student’s supervisory committee. This often involves reading and critiquing multiple drafts of each section of the dissertation before final submission.

Before inviting a faculty member to chair the supervisory committee and dissertation, students should carefully consider two major issues: (a) how well they would work in collaboration

with the faculty member, and (b) how much expertise he or she has in their area of professional and research interests. This information can be obtained by meeting individually with prospective faculty members, by reading their published work, and by talking with other faculty members and with students who have worked under the guidance of prospective chairs. After gathering this information, students are advised to meet with the faculty member(s) they are considering. They should ask questions that will help them decide whether he or she would be a good chair for their project, particularly regarding expectations and roles. Establishing clear, direct communication with a chair is very important.

Students should not necessarily expect a faculty member to agree to chair their committee, especially if they do not have a clear area of specialization and research interest. After obtaining a commitment from a faculty member to chair the committee and dissertation, students then discuss prospective committee members with him or her before issuing invitations. The chair may have specific recommendations for the committee. In addition, it is important for students to know the time frame of the project. Faculty members may go on leave of absence or on sabbatical. Some faculty members may choose not to be available while on sabbatical or during the summer months and thus may be unwilling to meet with students or to attend proposal meetings and defenses during this period. Replacing a committee member can be difficult, if not impossible, especially in the later stages of a project. Students are not allowed to replace committee members in the semester in which they intend to graduate.

4.4 Students with Disabilities

The [Office of Access and Learning Accommodation \(OALA\)](#) provides accommodations and support services, within the resources of the University, which will ensure students with disabilities the opportunity to competitively pursue a college education limited only by their abilities, not their disabilities. This office includes services for learning and behavioral disabilities, testing accommodations, auxiliary aids and classroom accommodations, and personal assistant referrals and training. For more information, email the office at OALA@baylor.edu or call 254-710-3605.

4.5 Privacy of Student Information

BU, the EDP department, and the school psychology faculty make every effort to respect student privacy. Information regarding privacy of educational records can be found on the [Office of the Registrar's Family Educational Rights and Privacy Act \(FERPA\)](#) webpage. Information about privacy about website and e-mail usage can be found on ITS' [Information Use Policy](#) and [Website and E-mail Privacy Statement](#).

4.5.1 Letters of Reference/Recommendation

Students who wish for a faculty or staff member in the EDP department to write a reference/recommendation letter for them **must** complete the *EDP Student Reference Request and FERPA Release Form*. A copy of the form can be downloaded from the *Baylor School Psychology Program* organization on [Canvas](#). Students should electronically provide a signed copy of the form to *each* faculty member from whom they requested a

reference/recommendation letter.

In addition, for the FERPA Release Form, students should follow the following guidelines to allow faculty to provide strong letters of recommendations.

- Give faculty a minimum of 3-4 weeks of notice before the letter is due.
- Provide a list of all the places and individual names to send the letters along with the letter due dates.
- Give faculty an updated CV and highlight any areas you wish to be emphasized in the letter (e.g., your work in assessment, your scholarly contributions).

4.6 Satisfactory Progress and Continuance

Continuance in the program is based on several factors. First, the student must abide by the University's Honor Code and all other BU, SOE, and EDP rules, policies, and requirements for graduate students. Additionally, there are residency, academic, social, and professional expectations for graduate students in the doctoral program.

4.6.1 Residency

Students in the SP Ph.D. program are expected to take courses as a full-time student and on a continuous basis.⁴ 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. There are rare situations where students admitted into the SP Ph.D. program are not able to take courses on a full-time and continuous basis. In such situations, students need to work with their advisors to create a plan for completing required courses and field work.

4.6.2 Satisfactory Academic Progress

The requirements for satisfactory academic progress are:

1. Full-time enrollment.⁵
2. Maintain a GPA of 3.00 or higher. If a student's GPA falls below 3.0 for any semester, he/she will be placed on academic probation and will need to improve his or her performance during the following semester.

⁴ Students who have already earned a MA or EdS degree before entering the Ph.D. program may be able to take courses on a part-time basis. Students wishing to take courses on a part-time basis should discuss this with the Ph.D. degree director as well as the BU SP director.

⁵ Those who enter the Ph.D. degree program having already earned a Master's or Educational Specialist degree in School Psychology may be able to take courses part-time at the discretion of the Ph.D. degree director and BU SP faculty.

3. Earn a *B* grade or higher in every course that provides letter grades.
4. EDP 5V78, EDP 6V78, EDP 5182, and EDP 6182 (the practicum and internship courses) are graded on a Credit/Non-Credit basis. Students must earn a Credit grade in these courses.
5. Students receiving an *incomplete* in a course should attempt to complete the work as soon as possible. They 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. Students should not acquire more than two incomplete grades over the course of two semesters.
 - Students cannot participate in practicum if they have an outstanding incomplete grade in EDP 5328, EDP 5337, EDP 5341, EDP 5356, EDP 5360, or EDP 5362.
 - Students cannot begin internship with an outstanding incomplete grade in any course.⁶
6. Pass a qualifying examination in the summer of their first year of graduate studies. The requirements for passing this examination are described in Section 3.4.
7. Pass a qualifying examination following the third year of graduate studies. The requirements for passing this examination are described in Section 3.5. Students must pass the qualifying examination to advance to candidacy.
8. Students must complete all internship requirements (See Section 3.7 and Internship Handbook).
9. Students must successfully defend their dissertation within five years of completing their internship.

4.6.3 Satisfactory Social and Professional Progress

Graduates of the SP Ph.D. program are eligible to become licensed service providers. Thus, faculty members have an ethical obligation to protect potential future clients from graduates who may behave unprofessionally and unethically. Consequently, all students must demonstrate not only knowledge and skill competency, but also the personal characteristics (dispositions) appropriate to the requirements of the profession. The requirements for satisfactory social and professional progress are:

1. Students are required to act in a professional manner while enrolled in the SP Ph.D. program. This includes, but is not limited to, BU classrooms, symposia, professional conferences, graduate assistantships, and field sites (e.g., practicum, internship). Students must adhere to the Baylor Honor Code and school psychology faculty are required to report all violations of

⁶ Students in the Ph.D. degree program may carry an incomplete in the dissertation course (EDP 6V99) when they start their internship if they have successfully defended their dissertation proposal.

this code to the Honor Council. Students should display behaviors that are respectful of colleagues, professors, supervisors, clients, client’s families, and other professionals. *A good rule is to never say anything about other individuals when they are not present that you would not say if they were present.* Students also should display a receptive attitude toward learning. This is shown by attendance and participation in courses and field experiences, as well as responsiveness to feedback—both complimentary and remedial. The policy of the School of Education is that, to earn course credit, a student must attend at least 75 percent of all class meetings. Any student who is not present for at least 75 percent of the scheduled class sessions for any course will ordinarily receive a grade of “F” in the course. Sanctions associated with excessive (multiple occasion) tardiness will be dealt with by the individual instructor and must be clearly indicated the course syllabus but should not be equated to a course absence. University-related activity necessitating an absence from class shall count as an absence when determining whether a student attended the requisite 75 percent of class meetings, but if prior arrangements are made and where possible, the student may complete any scheduled assignments or examinations missed. Similarly, students are usually allowed to make up class work and/or tests missed because of serious illness, accident or death in the family (if the instructor is informed in a timely manner), pending adequate support documentation.

2. Students are required to behave in a manner consistent with ethical and professional standards. Most ethical violations can be corrected following consultation with faculty. However, if behavior does not improve following consultation, or if a violation is extreme, corrective actions will be implemented following the process for unsatisfactory progress described in Section 4.6. Expectations include, but are not limited to, the following:
 - a. Acting in a manner consistent with ethical guidelines (American Psychological Association, 2010; National Association of School Psychologists, 2010) and rules of practice (Texas State Board of Examiners of Psychologists, 2014).
 - b. Performing assigned duties to the best of student’s ability, in courses, field work, and assistantships.
 - c. Immediately bringing to an instructor’s or supervisor’s attention any problems or concerns you may have pertaining to your own work.

3. Because students have direct contact with clients every year in the SP Ph.D. program, **all students are required to acquire liability insurance during their first semester and renew the insurance every year until they graduate.** Professional liability insurance for students is relatively low cost and can be purchased from a variety of agencies. Some recommended providers are:
 - The Trust: <http://apait.org/products/studentliability/>
 - NASP Partners: <http://www.nasponline.org/membership/insurance.aspx>

4. Students must be a member of at least one professional school psychology organization. Student memberships are typically inexpensive but provide access to benefits of regular members. Organizations open to student members are:

- Division 16 of the American Psychological Association (APA)
 - International School Psychology Association (ISPA)
 - National Association of School Psychologists (NASP)
 - Texas Association of School Psychologists (TASP)
5. Students are expected to engage in peer-reviewed scholarship during their time in the SP Ph.D. program. While students can complete their scholarship requirement at any point while they are in their degree program, most students should be able to complete it before starting their internship. Students should work with a school psychology faculty member to accomplish this requirement and inform their advisor about its progress each semester until the project is complete. If there are any questions about the acceptability of a scholarship project, students should discuss them with their advisor. Expectations include:
 - a. Authoring/co-authoring a presentation to a professional audience at a state, regional, or national conference (e.g., American Psychological Association; Texas Association of School Psychologists, National Association of School Psychologists, Southwestern Psychological Association).
 - b. Authoring/co-authoring a peer-reviewed article, or a book chapter, for publication.
 6. Students are required to attend four professional seminars prior to advancing to doctoral candidacy. These seminars can be conducted locally, within the state, or as part of a regional, national, or international convention/conference. The seminar needs to be sponsored by a university or other professional organization. Students should acquire proof of attendance at each seminar (e.g., certificate of attendance, continuing education unit certification) and include it in their pre-candidacy portfolios.
 7. Students must adhere to standards for professional dress when they are at any field site or other professional site. Suggestions for professional dress are provided in the BU SPP Practicum Handbook, but a good rule is to always dress in manner so that you could attend an impromptu meeting with President Livingstone.
 8. Students must behave professionally if they elect to communicate through social networks (e.g., Facebook, Twitter, Instagram). Students should be cognizant of the high ethical and moral expectations of a professional school psychologist when choosing this form of communication (e.g., Pham, 2014). Personal information, opinions, or communications that are posted on websites or social media outlets—or made in any public environment—should never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons.

4.7 Process for Students Who Make Unsatisfactory Progress

The BU school psychology faculty believe that all students admitted into the SP Ph.D. can complete the requirements in their degree programs. Sometimes, however, students demonstrate unsatisfactory progress as defined in Section 4.6. To help students making unsatisfactory progress with their academic or professional requirements, the faculty have created the following remediation process. The overall goal of this process is not necessarily to be punitive, but to help

students get back on track and successfully complete their degree programs. The process involves the following steps:

1. The student's faculty advisor will initiate a meeting with the student to discuss the concern *within seven days of discovery of the issue*.
2. The student will meet with program faculty as a group to discuss the situation. This meeting should occur within 14 days of discovery of the problem and will be scheduled by the faculty advisor in collaboration with the program director.
3. The faculty will discuss the issue in private and provide the student with a written improvement plan stating (a) explicit goals, (b) measurable outcomes, and (c) a timeline for completion. The plan will be signed by the faculty advisor, the student, and the program director; a copy of the plan will be placed in the student's departmental file.
 - A. If the student is accused of violating the Baylor Honor Code, creation of a written improvement plan may be delayed until after the Honor Council has decided on any disciplinary actions.
 - B. Students may be dismissed from the SP Ph.D. program without an initial improvement plan if the problematic behavior consists of academic dishonesty, falsification of admissions information, commission of a felony—or similar act which is judged to impair the professional credibility of the individual or program—or personal and professional characteristics which are evaluated as being significant detriments to professional functioning or violation of the APA ethical principles.
4. The written improvement plan will be provided to graduate student within two days of the meeting.
5. It is incumbent on students who have made unsatisfactory progress to demonstrate that they have completed the specified outcomes in the remediation plan within the specified timeframe. It is not necessarily the job of the faculty advisor to make sure the student is making adequate progress.
 - A. If the written improvement plan described in Step 3 is successful, no further steps are needed, and the faculty advisor will make note of this on the improvement plan and distribute the amended improvement plan to the appropriate parties as well as place a copy in the student's departmental file.
 - B. If the student does not show adequate progress on the improvement plan described in Step 3, the faculty advisor will notify the director of the SP Ph.D. program who will schedule a meeting of all available school psychology faculty and the student within 14 days. At this meeting, the student will discuss reasons for lack of improvement. Recommendations at this time will be individualized based on the issue and the rationale for the lack of response, and may include a revised written improvement plan (including revised goals, measurable outcomes, and timeline),

taking additional courses at BU or another organization (at the student's expense), additional projects (at the student's expense), or being placed on probation.

6. If the revised plan described in Step 5b is successful, the faculty advisor will make note of this on the improvement plan and distribute the amended improvement plan to the appropriate parties as well as place a copy in the student's departmental file. Any further failure by the student to make adequate progress in the specified time period will result in a recommendation from the SP Ph.D. program director to be dismissed from the program.

4.7.1 Supplemental Policies Linked to Course Grades

It is BU policy that students who earn a grade of *D* or lower must retake the course. Decisions on repeating courses where students earned C grades will be made by the school psychology faculty on a case-by-case basis, but it is the SP Ph.D. program policy that the course will be completed at the students' own expense in addition to any other items in their written improvement plans. In addition, if the course is a prerequisite then students will not be able to enroll in the subsequent course until they have passed the course with the requisite grade.

Students whose GPA falls below 3.0 are automatically placed on academic probation by the Graduate School. Students on academic probation are ineligible to have an assistantship, which will automatically remove any stipend or tuition remission they are receiving.

5. STUDENT RIGHTS

SP Ph.D. students have many rights while attending Baylor University. Some of your rights may seem routine while others are more robust. For example, being a SP Ph.D. student gives you access to administrative support in the Educational Psychology Department. This includes, a) access to all school psychology faculty members – one of which will be your advisor, b) access to the department’s office manager – Ms. Heather Tindle, c) access to the department’s Graduate Program Director (GPD) – a person that coordinates your graduate assistantships. Further, you have the right to receive office space (that might be shared with another SP student); access to department printers, copiers, and fax machine; and Baylor’s internet.

SP Ph.D. students have other rights that include, but are not limited to freedom from discrimination, harassment, or exploitation as well as a formal process to address a grievance.

5.1 Non-Discrimination

The BU SPP faculty are committed to fostering an environment that is non-discriminatory, respectful, and free of inappropriate conduct and communication. It is the desire of the faculty that all students feel supported and respected, and that students will not feel the need to use the information in this section. We also realize that if a situation does occur, the power dynamics involved often make it very difficult and worrisome to attempt to resolve it. Consequently, it is important to the faculty that you be apprised of the steps and procedures that are available to students. Thus, have attempted to make the resolution options as explicit as possible.

*We invite students to use **any** faculty member as an “advocate,” with whom they may discuss the issue with informally, or who they may request to accompany them when discussing the complaint with a program director, department chair, or people in other appropriate university offices.*

5.2 Potential Grievances

Rules, regulations, and procedures associated with all manner of potential student grievances are addressed in various [University Policies](#). The following categories discuss *possible* situations that constitute discrimination, disrespect, or inappropriate behavior:

5.2.1 Sexual Harassment

Consistent with the [Baylor Civil Rights Policy](#), sexual harassment is a form of gender harassment based upon conduct of a sexual nature. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education,
- b. Submission to or rejection of such conduct by an individual is used as the basis for

- employment or education decisions affecting such individual, or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or educational environment.

5.2.2 Sexual Violence, Stalking, or Sexual Exploitation

Definitions and examples of such behavior can be found on the [Baylor Title IX](#) website.

5.2.3 Insensitivity

Other forms of harassment or insensitivity based on gender, sex, sexual orientation, age, race, ethnicity, color, national origin, status, or disability status.

5.2.4 Other forms of power exploitation

Any situation in which individuals take inappropriate or unfair advantage of their position of power or authority over other individuals constitutes power exploitation.

5.3 Grievance Process

1. Obtain a copy of the appropriate University guidelines related to your grievance. These may be obtained from the [Division of Student Life](#), [Student Conduct Administration](#), or [Baylor Personnel Policies](#).
2. Attempt to resolve your grievance with the person whose actions you consider offensive.
3. Attempt to resolve the matter at the program or department level, by contacting the Program Director or Department Chair of the program/department where the offending party is housed.
4. Attempt to resolve the matter informally on the University level. This involves creating a written complaint, and then following the informal process guidelines provided in [Baylor's Civil Rights Policy](#).
5. Obtain informal assistance from other appropriate campus offices or personnel such as:
 - a. [Student Ombudsperson](#), who provides informal, neutral, and confidential dispute resolution services for students.
 - b. [Bias-Motivated Incident Support Team](#).
 - c. [Title IX Office](#), which deals with allegations of sexual violence, assault, dating violence, domestic violence, stalking and other sexually inappropriate conduct.
 - d. [Academic Appeals](#)
 - e. [Baylor Police Department](#) (254-710-2222)

- f. [Judicial Affairs](#), which typically handles formal grievances involving student misconduct (both on and off campus).
 - g. [Baylor Civil Rights Policy](#) (BU-PP 028).
 - h. The Graduate Student Association, which provides additional information about graduate student rights and responsibilities:
(<http://www.baylor.edu/gsa/index.php?id=68254>).
6. Every reasonable effort should be made to resolve the matter informally (step 1-5). It is not required that students proceed through the initial five steps sequentially. Students may proceed with which ever step they wish. While there is no specific timeline in which most grievances must be filed, the Baylor Civil Rights Policy states “The person making the complaint must file the complaint as soon as reasonably possible after the incident that gives rise to the complaint. . . . it is the responsibility of all persons involved in the process to raise and resolve issues in an expeditious manner.”
 7. If a satisfactory resolution is not reached, you may present the grievance in writing and file with the appropriate Vice President of the University. Formal grievances require you to document how you have attempted to deal with the situation informally. Complaints about the BU SPP faculty, students, staff, or operations can also be addressed in writing to the School Psychology Program Director, One Bear Place #97301, Waco, TX 76798-7301. A record of complaints will be maintained by the Director and may be reviewed by outside agencies as part of its program approval or accreditation process.
 8. Per Baylor University Grievance Policy, a record of each grievance is given to the Provost and Vice President for Academic Affairs.

5.4 Ethics Point

Baylor University contracts with *EthicsPoint*. This program provides simple, risk-free ways to anonymously and confidentially report activities that may involve criminal, unethical, or otherwise inappropriate behavior in violation of Baylor University's policies. For more information, please visit [Baylor's EthicsPoint site](https://secure.ethicspoint.com/domain/media/en/gui/6771/index.html) (<https://secure.ethicspoint.com/domain/media/en/gui/6771/index.html>)

6. EXPECTATIONS AND EVALUATION OF STUDENT PROGRESS

Acceptance and participation in Baylor's SP Ph.D. program bring high expectations for our students. In addition to successfully completion of basic course requirements, doctoral students are expected to be life-long learners and contribute to the profession of school psychology or other related fields. To this end, students are expected to accomplish several professional tasks during the program. These include, but are not limited to:

- a. become a member of at least 2 professional associations related to school psychology. These may include APA, NASP, CEC, AERA, etc.
- b. be the lead (or co-lead) presenter at a national conference.
- c. Be an author on at least 1 scholarly article.
- d. Seek professional development opportunities (PD) at the local, state, and national level. These may include but are not limited to Region 12 Educational Service Center, the Texas Association of School Psychologists (TASP), Southwest Educational Research Association (SERA), APA, NASP, or CEC. Note that many PD opportunities are free or at a reduced rate for graduate students or are part of a national convention. Students must attend a minimum of 4 PD events in person prior to internship. Students are encouraged, but not required, to supplement these events with completion of asynchronous PD activities.
- e. Complete the portfolio described below
- f. Meet with your advisor each semester

The SP Ph.D. program uses a comprehensive process to assess candidate learning and professional development. Formative assessment and summative assessment are used to monitor student performance and provide students with constructive feedback to ensure that they are developing professional competencies and making satisfactory progress toward degree completion. Likewise, students are expected to engage in goal setting, self-monitoring of progress academically and professionally, and reflection on skills, progress, and areas for continuous improvement. This process of review, feedback, and continuous improvement is critical to any applied professional preparation program. In addition, these reviews are one component of the faculty's evaluation of the program's effectiveness. The BU school psychology faculty follow best practices in assessing student progress by evaluating multiple domains using a multiple method, multi-source process (Fouad et al., 2009; Kaslow et al., 2009).

6.1 Course Assessments

Every course in the SP Ph.D. program has an assessment component. Some examples of these assessments are course examinations, presentations, research papers, protocol scoring reviews, ratings on live or recorded performances, case study analyses, and field sites supervisor evaluations. In combination, these assessments provide a continuing review of student progress.

6.2 Advisor Meetings

Students need to meet with their faculty advisors at least one time each semester for the

purposes of discussing progress in the program. These meetings serve as an informal way for advisors to monitor student progress as well as a safe place for students to provide feedback to the faculty on aspects of training in the program they believe are particularly effective or should be improved.

6.3 Field Placement Evaluations

Field supervisors' complete evaluative ratings of all students during practica and internship. Evaluations are completed at the mid-point and the end of each practicum level and internship. Students are rated by the supervisor on their progress toward the competencies specified as needed in the practice of school psychology (Caterino et al., 2012).

6.4 Self-Evaluations

At the end of each training year, students complete a self-evaluation. These forms are completed electronically and are due at the end of April *every* year a student is in the SP Ph.D. program, including the internship year. These self-evaluations require students to report on their academic, professional, and clinical progress.

6.5 Annual Evaluation

At the end of every academic year, the school psychology faculty meet to discuss each student's progress. Within two weeks of this meeting, faculty provide students with a written evaluation report; this report will typically be given to students via a meeting with their advisors.

The written evaluation encompasses a summary of data on student progress from a variety of sources, such as:

- Self-evaluations
- Supervisor ratings regarding students' progress towards meeting the clinical competencies outlined in the *SP Practicum Handbook*
- Overall progress in meeting program expectations (see Chapter 4)
- Progress toward degree completion

As needed, written improvement plans may be used to set specific targets and goals for improvement, delineate plans, and note review dates and expectations for good progress (see Section 4.5).

6.6 Pre-Candidacy Portfolio

Each student must complete a pre-candidacy portfolio. Please see Section 3.4.1 for further details regarding the pre-candidacy portfolio process and related requirements. This process is linked to both a qualifying examination (Section 3.3) and preliminary examination (Sections 3.4).

6.7 Internship Portfolio

Each student must complete a portfolio. Students should begin collecting information their first semester in the SP Ph.D. program and the final product should be turned in at the end of

their internship experience. Please see Section 4.6 and the Internship Handbook for further details regarding the internship portfolio process and related requirements.

6. 8 Record Keeping

The program retains a copy of artifacts pertaining to each Ph.D. student's progress through the school psychology program. This information is housed in Box and in a locked/secure credenza in the EDP File Room for at least 5 years to use for internal program review and adjustments as well as external professional agencies including APA. While the records might exist beyond 5 years, there is no guarantee the School Psychology program will continue to store the information. The records include;

- A. Student Application information
 - i. Transcript(s)
 - ii. GRE Scores
 - iii. Letter of Interest
 - iv. Letters of Reference
- B. Final Practicum Field-Based Evaluation (Levels 2-4)
- C. Final Internship field-based evaluation
- D. Annual evaluation Form (Years 1-5)
- E. Pre-candidacy portfolio
- F. Internship portfolio

7. LICENSURE AND CERTIFICATION

7.1 Becoming a Licensed Psychologist (Independent Practice)

In Texas, individuals without an independent practice license in psychology are not permitted to call themselves a *psychologist* or *school psychologist*. Graduates of the SP Ph.D. program wanting to earn the Licensed Psychologist (Independent Practice) credential in Texas must complete two sets of requirements. First, they must apply to become a *Provisionally Licensed Psychologist*, which requires passing the Texas Jurisprudence Exam and passing the [Examination for Professional Practice in Psychology](#). Second, after successfully becoming a provisionally licensed psychologist, they must apply to become a *Licensed Psychologist (Independent Practice)*, which requires two years of supervised experience (one of which is the pre-doctoral internship). For more information, visit the [TSBEP's website](#).

7.2 Becoming a Licensed Specialist in School Psychology (LSSP)

In Texas, the Licensed Specialist in School Psychology (LSSP) is required for practice in school settings. If you are interested in this credential you must complete the [LSSP Application](#) and submit a passing score on the Praxis Series® School Psychology test (#5402) from Educational Testing Service (ETS) directly to TSBEP. You also must take and pass the Texas Jurisprudence Exam in addition to completing some other requirements. For more information, visit the [TSBEP's website](#).

7.3 Nationally Certified School Psychologist

Graduates of the SP Ph.D. program are qualified to become a Nationally Certified School Psychologist (NCSP). The NCSP credential is a national certification indicating the individual has demonstrated the ability to integrate both knowledge and practice competencies across NASP's *Standards* for the practice of psychology in school-based settings. The NCSP credential is recognized by the National Register of Health Service Psychologists, which establishes criteria for specialty credentialing programs for health service psychologists.

7.4 Difference between Licensure and Certification

The federal government defines *certification* as the process by which a non-governmental organization grants recognition to an individual who has met predetermined qualifications specified by that organization.

There are three hallmarks of certification:

1. It is a voluntary process.
2. The certification process is administered by a private organization.
3. The purpose is to provide information to the public on those individuals who have successfully completed the certification process and demonstrated ability to perform aspects of their profession competently.

Many professions provide certifications for its members in some way, such as psychology. Private certifying boards certify specialties in psychology. Although certification may assist LSSPs/school psychologists obtain a job or other position, it does not affect their legal authority to practice psychology. For instance, LSSPs/school psychologists can practice psychology in any state in which they are licensed, regardless of whether or not they have a certification (e.g., NCSP, ABPP).

Licensure, on the other hand, is the state's grant of legal authority, pursuant to the state's police powers, to practice a profession within a designated scope of practice. Under the licensure system, states define—via statutes—the tasks and function or scope of practice of a profession and provide that these tasks may be legally performed only by those who are licensed. As such, licensure prohibits anyone from practicing the profession who is not licensed, regardless of whether the individual has been certified by a private organization.

Confusion between the terms “certification” and “licensure” arises because many states call their licensure processes “certification,” particularly when they incorporate the standards and requirements of private certifying bodies in their licensing statutes and require that an individual be certified in order to have state authorization to practice. Regardless of what descriptive title is used by a state agency, if an occupation has a statutorily or regulatory defined scope of practice and only individuals authorized by the state can perform those functions and activities, the authorized individuals are licensed. It does not matter if the authorization is called something other than a license; the authorization has the legal effect of a license.

In summary, certification is a distinct process from licensure. Certification serves the important independent purpose of identifying for the public, state licensure agencies and employers, those individuals who have successfully completed the specific educational requirements and demonstrated their skills and abilities in the mandated examinations. More information can be found in Pryzwansky (1993).

8. REFERENCES

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Appendix A

Dissertation Forms

BAYLOR UNIVERSITY

SCHOOL OF EDUCATION DISSERTATION PROPOSAL SEMINAR

Name of Candidate: _____

Date of Seminar: _____

Title: _____

CHECK ONE:

- Accepted with no changes.
- Not Accepted.
- Delayed pending
- Accepted with the following changes:

We, the doctoral supervisory committee, agree to the above disposition regarding the dissertation proposal.

Chair

Candidate

Member

Member

Member

Member

Copies to: Candidate
All committee members

Baylor University

Department of Educational Psychology Dissertation Review Form

I, _____, agree to upload my dissertation to Turnitin.com and obtain the results at least 5 days prior to the defense date.

Student Signature & Printed Name

Dissertation Chair Signature & Printed Name

Date

Appendix B

Dissertation Formats Examples

B.1 Traditional

Front Matter (See [Dissertation and Thesis Guidelines](#))

Abstract
Unsigned Signature/Title Page
Copyright page
Table of Contents

Body

CHAPTER ONE
Introduction CHAPTER TWO
Literature Review CHAPTER THREE
Method CHAPTER FOUR
Results CHAPTER FIVE
Discussion

Back Matter (See [Dissertation and Thesis Guidelines](#))

APPENDIX A (if needed)
IRB Approval APPENDIX B
(if needed)
Instruments (see item **II.B.** in Section **6.1.2.2**)
(Other appendices can be added as needed)
REFERENCES

B.2 Journal-Articles Dissertation Format

(Below is an example for 2 papers. For a dissertation with more than 2 papers, add additional chapters)

Front Matter (See [Dissertation and Thesis Guidelines](#))
Abstract
Unsigned Signature/Title Page Copyright page
Table of Contents

Body

CHAPTER ONE
Introduction
CHAPTER TWO
Manuscript 1 Title
Abstract
Background
Method
Results
Discussion
CHAPTER THREE
Manuscript 2 Title
Abstract
Background
Method
Results
Discussion
CHAPTER FOUR
Conclusion

Back Matter (See [Guidelines for Preparing the Dissertation and Thesis](#))

APPENDIX A (if needed)
IRB Approval
APPENDIX B (if needed)
Instruments (see item **II.B.** in Section 6.1.2.2)
(Other appendices can be added as needed)
REFERENCES

- In most dissertations, the References are the last section to appear in the dissertation. If you are using the Journal-Articles Dissertation Format and do not plan to have a reference section for the entire document, then a separate Reference section can be placed after the Discussion section within each manuscript. This would make Chapter Four (or Appendices) the last section of the dissertation. (S. Harman, personal communication, December 19, 2012)

Appendix C

APA Code of Ethics

<https://www.apa.org/ethics/code/ethics-code-2017.pdf>

Appendix D

Assessment Rubric for Final Dissertation Defense

Student's Name: _____

Date: _____

Dissertation Title: _____

Criteria		Advanced (3)	Intermediate (2)	Beginner (1)
1	Research Question/Problem	Communicates a high level of sophistication in formulating and presenting research question.	Clearly presents research questions.	Research questions are unsophisticated or unclear.
2	Literature Review	Demonstrates depth of knowledge and thorough preparation in review of literature.	Adequate literature review.	Literature review is incomplete, inaccurate and superficial.
3	Methods	Describes and competently implements appropriate methods.	Uses appropriate methods.	Methods are not appropriate for addressing research question.
4	Results and Implications	Presents results thoroughly, with full discussion of their implications for the research question.	Presents results with some discussion of their implications.	Presents results incompletely or inaccurately.
5	Format and Organization	Document is well organized and logical. Guides the reader through the chain of reasoning or progression of ideas.	Document is adequately organized and logical.	Document is poorly organized.
6	Citations and References	Uses appropriate references with proper citations.	Uses some references with citations.	No references or citation used.
7	Verbal Communication	Oral defense presented clearly; questions answered directly and succinctly.	Oral defense presented clearly; questions answered adequately.	Oral defense disorganized; questions not answered adequately.

Committee Approvals: (Please print)	Signatures	Criteria							
		1	2	3	4	5	6	7	Total
Dissertation Chair	Dissertation Chair								
Committee Member	Committee Member								
Committee Member	Committee Member								
Committee Member	Committee Member								
Committee Member	Committee Member								
Committee Member	Committee Member								
Committee Member	Committee Member								
Committee Member	Committee Member								
	Criteria Averages								

Please complete this assessment form upon completion of the graduate student's defense. Please note this Assessment Rubric form will be used to assess the graduate student's 1) research abilities especially writing skills and 2) oral presentation/communication/organizational skills. For the defense to be considered successful, the total rating must average 13 points or higher across raters. Return all completed Assessment Rubrics to the Graduate Program Director.