

# Baylor University



School Psychology Program  
Educational Specialist (EdS) Degree  
Student Handbook  
2022-2023

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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

SOE: School of Education

SP: School Psychology program

TSBEP: Texas State Board of Examiners of Psychologists

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# Introduction

Welcome to the Baylor University school psychology program (BU SP) where you will earn your Educational Specialist (EdS) degree! We are delighted that you have chosen Baylor University to obtain a degree in school psychology. As you will learn, the SP-Waco and SP-Dallas have identical curriculum, course sequence, and faculty. For the students in SP-Dallas, it is important to know that, even though you are housed in the Louise Herrington School of Nursing (LHSON), you are structurally part of the Educational Psychology Department, located in the School of Education on the Waco campus.

For most of you, the BU SP will be your first introduction to graduate studies. Before long, you will notice some differences between your undergraduate experience and your graduate experience.

First, academics are taken very seriously in graduate school. There is much more course content to be mastered within a given time period and much more individual study time is required in preparing adequately for course assignments. In addition, there is an increased expectation to be involved in independent and collaborative research with faculty.

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. Graduate students are encouraged to meet with faculty members, get to know them, and develop mentoring relationships and research partnerships. In addition, because students are only admitted into the BU SP 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 BU SP 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 BU SP 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. This document contains the

following information:

1. A description of University, School of Education, and Departmental program resources.
2. A description of the BU SP, training philosophy, goals, objectives, and competencies.
3. A description of the BU SP 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 the EdS degree.

The BU SP 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. If you are ever unsure of what policy to follow, please ask your faculty advisor.

The Baylor SP faculty are glad you chose Baylor for your school psychology training, and we look forward to working with you.

# ***Chapter 1: Overview of University, School, and Department***

## **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 140,000 people. Enrollment at the University is currently more than 20,000 students. BU enrollment typically includes students from all 50 states and approximately 85 foreign countries.

## **1.2 School of Education**

We are located in the BU School of Education (SOE). Dr. Shanna Hagan-Burke is the dean of the SOE and is affiliated with the Department of Educational Psychology (EDP) since her professional training is in special education.

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.

The EDP department offers undergraduate certification programs in special education and gifted/talented education, as well as four graduate degree programs (MSEd, MA, EdS, and PhD). Students in any of the graduate degree programs can also elect to take courses that prepares them for certification in applied behavior analysis.



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 has two divisions: Baylor Autism Resource Clinic (BARC) and the Clinic for Assessment, Research, and Education (CARE). Additional resources available for research and training include the Media Center and the Learning Resource Center (LRC). 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). The LRC houses books and P-12 curricula, as well as selected interventions and all the assessment kits and protocols that BU SP students need for their course work.

Dr. Todd Kettler serves as the EDP *Department Chair*. 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*. Her office is in Marrs McLean Science Building room 313. She can help with a myriad of issues including departmental paperwork, room reservations, and problems with registering for courses. 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.

# ***Chapter 2: Introduction to the Baylor School Psychology Program***

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 Program Training Model**

The BU SP uses the *scientist-practitioner* model of training (Jones & Mehr, 2007; Lambert, 1993). Thus, training 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. Graduates are equipped to use scientific exploration and data-based decision making to provide best psychological practices in school-based settings.

## **2.2 Program Goals, Training Objectives, and Competencies**

BU SP training 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. The organizations' ethics codes are found on their webpage, and the TSBEP's rules of practice can be found on its website. Students are highly encouraged to read through them and have copies readily available.

The BU SP has six goals linked to the overall aim of training highly skilled and competent scientist-practitioners. Each goal is linked to the National Association of School Psychologists' (NASP) *Standards for Graduate Preparation of School Psychologists* (National Association of School Psychologists, 2010; Ysseldyke et al., 2006), and has specific training objectives and associated competencies (Fouad et al., 2009; National Association of School Psychologists, 2010). All course work, field experiences (e.g., practicum, internship), and research experiences offered through the BU SP are purposefully designed to help all students successfully meet program goals, which are as follows:

**1. Goal: Prepare professionals with the foundational knowledge necessary to develop identities as scientist-practitioners in the field of school psychology.**

- I. Training Objective: *Students will demonstrate the foundational knowledge core to professional psychology.*
  - a. Competency: Students will demonstrate the requisite foundational knowledge of the cognitive, affective, social, biological, and development influences on behavior and cognition.
  - b. Competency: Students will demonstrate the requisite foundational knowledge of psychology's history and systems.
- II. Training Objective: *Students will demonstrate knowledge of the field of school psychology, including its history and development as well as current and emerging issues related to clinical practice and scholarship.*
  - a. Competency: Students will demonstrate knowledge of the historical development of the field of school psychology.
  - b. Competency: Students will demonstrate knowledge of school psychology's similarities to, and distinctions from, other related disciplines in psychology and education.
  - c. Competency: Students will demonstrate knowledge of the traditional and emerging roles and models of school psychology practice.
  - d. Competency: Students will demonstrate knowledge of current issues in the field of school psychology related to practice and scholarship.

**2. Goal: Prepare school psychology scientist-practitioners who are competent in delivering evidence-based assessment.**

- I. Training Objective: *Students will demonstrate their competence in identifying appropriate assessment instruments.*
  - a. Competency: Students will demonstrate knowledge of basic psychometric principles.
  - b. Competency: Students will demonstrate knowledge of the different purposes

for norm-referenced, criterion-referenced, and curriculum-based assessments.

*II. Training Objective: Students will demonstrate their competence in identifying client skill and ability levels through a variety of assessment methods.*

- a. Competency: Students will demonstrate knowledge of theory and best practices to guide assessment practices.
- b. Competency: Students will demonstrate the competence to select and implement appropriate assessments to identify cognitive, academic, behavioral, and social-emotional skills and ability levels.
- c. Competency: Students will demonstrate the competence to conduct effective interviews, observations, and reviews of client records to identify possible strengths and problem areas.

*III. Training Objective: Students will demonstrate their competence in interpreting and integrating assessment data to inform diagnosis, recommendations, and interventions.*

- a. Competency: Students will demonstrate the competence to analyze, interpret, and integrate assessment data in an evidence-based way that leads to psychological and educational recommendations and interventions.
- b. Competency: Students will demonstrate knowledge of the major diagnostic criteria and systems used to classify psychological disorders and disabilities.
- c. Competency: Students will demonstrate the competence to communicate assessment data in an understandable manner in both oral and written form and link such data to diagnostic decisions and intervention planning.

### **3. Goal: Prepare school psychology scientist-practitioners who are competent in delivering direct services through evidence-based prevention and intervention services.**

*I. Training Objective: Students will demonstrate their knowledge of evidence-based prevention and intervention programs and their theoretical and conceptual foundations.*

- a. Competency: Students will demonstrate their knowledge of evidence-based prevention and intervention techniques for academic problems.
- b. Competency: Students will demonstrate their knowledge of evidence-based prevention and intervention techniques for behavioral, social-emotional, and mental health problems.

*II. Training Objective: Students will demonstrate their competence to develop prevention and intervention plans.*

- a. Competency: Students will demonstrate their competence to develop appropriate goals to prevent and intervene with academic problems.

- b. Competency: Students will demonstrate their competence to develop appropriate goals to prevent and intervene with behavioral, social-emotional, and mental health problems.

*III. Training Objective: Students will demonstrate their competence to select, implement, and evaluate evidence-based prevention and intervention techniques.*

- a. Competency: Students will demonstrate their competence to select and implement appropriate prevention and intervention techniques to address academic problems.
- b. Competency: Students will demonstrate their competence to monitor treatment progress and evaluating the integrity and effectiveness of prevention and intervention techniques that address academic problems.
- c. Competency: Students will demonstrate their competence to select and implement appropriate prevention and intervention techniques to address behavioral, social-emotional, and mental health problems.
- d. Competency: Students will demonstrate their competence to monitor treatment progress and evaluating the integrity and effectiveness of prevention and intervention techniques that address behavioral, social-emotional, and mental health problems.

**4. Goal: Prepare school psychology scientist-practitioners who are competent in delivering indirect services through evidence-based consultation.**

*I. Training Objective: Students will demonstrate the knowledge of theory and best practices to guide consultation.*

- a. Competency: Students will demonstrate their knowledge of theories and models of consultation to address academic, behavioral, social-emotional, and mental health problems.

*II. Training Objective: Students will demonstrate their competence to deliver evidence-based consultation.*

- a. Competency: Students will demonstrate their competence to conduct appropriate assessment strategies in order to understand the nature of consultee concerns.
- b. Competency: Students will demonstrate their competence to develop effective consultation goals and plans.
- c. Competency: Students will demonstrate their competence to design methods for monitoring the consultation process and measure consultation outcomes.

**5. Goal: Prepare school psychology scientist-practitioners who are skilled consumers and producers of psychological and educational research.**

- I. Training Objective: Students will be competent to understand, evaluate, and critique psychological and educational research.*
  - a. Competency: Students will be competent to identify and critique the conceptual framework presented in published research and evaluate its link to relevant theory, prior research, and identified research questions.
  - b. Competency: Students will be competent to identify and critique the appropriateness of the research design and data analytic techniques in relation to research questions in published research.
  - c. Competency: Students will be competent to interpret results, identify limitations, and articulate the implications of research findings in published research.
- II. Training Objective: Students will be competent to design and carry out meaningful research to answer questions that inform their own professional practice or contribute to knowledge of psychology and education.*
  - a. Competency: Students will demonstrate the knowledge and skills necessary to review and integrate prior research to identify appropriate research questions.
  - b. Competency: Students will demonstrate the knowledge and skills necessary to design research studies that address identified research questions and utilize appropriate research methods.
  - c. Competency: Students will demonstrate the knowledge and skills necessary to analyze and interpret data meaningfully.

**6. Goal: Prepare school psychology scientist-practitioners who adhere to professional, ethical, and legal standards.**

- I. Training Objective: Students will demonstrate knowledge of ethical, professional, and legal guidelines and will demonstrate adherence to professional standards and ethical/legal decision-making practices in their professional practice and research.*
  - a. Competency: Students will demonstrate knowledge and effective application of pertinent professional ethical principles and codes related to professional practice and research.
  - b. Competency: Students will demonstrate knowledge and effective application of the legal guidelines related to professional practice and research.
- II. Training Objective: Students will demonstrate knowledge of individual differences and the influence of social, cultural, racial/ethnic, and socioeconomic factors on*

*development, behavior, and functioning.*

- a. Competency: Students will demonstrate knowledge of how individual and group differences can influence the practice of psychology in school settings.
- b. Competency: Students will demonstrate competence to work effectively with diverse individuals from a variety of backgrounds.

## **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 BU SP participate in a variety of supervised field experiences.

Placements for practicum are typically in central Texas since students are continuing to take courses. BU SP 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.

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

# Chapter 3: Degrees and Curriculum

School psychology training is available for both the Educational Specialist (EdS) and Doctor of Philosophy (PhD) degree programs; there is no terminal master's degree program available in school psychology. This handbook is specifically for the EdS degree programs located in Waco and Dallas. The EdS degree program follow the scientist-practitioner training model and students in both degree programs receive training in research and in empirically supported approaches to assessment, consultation, and intervention. Moreover, training requires course work, involvement in research, and field experiences that provide a strong base in psychology as well as both general and special education.

## 3.1 Educational Specialist Degree

The EdS degree is a practitioner degree, designed for individuals wishing for a career in full-time practice of psychology in school-based settings. The program is designed to comply with the NASP's training standards as well as rules of psychology practice set forth by the Texas State Board of Examiners of Psychologists (TSBEP). The TSBEP has jurisdiction over SP in Texas. While the TSBEP does not endorse university programs, it does approve the course of study for individuals who apply to become a licensed specialist in school psychology (LSSP).<sup>1</sup> The EdS degree program is fully NASP-accredited.

The EdS degree requires 63 hours of academic course work, practica, and research beyond a bachelor's degree. It consists of two full years of graduate study on-campus followed by a culminating 1,200-hour internship during the third year. Dr. Kelsey Ragan is the director of the EdS degree program.

## 3.2 Course Sequence

### Undergraduate Prerequisite Courses

- Child/Adolescent Development
- Introductory Statistics

*(Students who have not taken the prerequisite undergraduate courses must take them during their first year in addition to the required courses.)*

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<sup>1</sup> In TX, the term *school psychologist* is reserved for individuals with a doctoral degree in school psychology who have an independent practice psychologist license.



## **First Year (36 hours)**

### ***Fall Semester (15 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 5366 Psychology of Exceptional Children
- EDP 5V78 Practicum in School Psychology (3 hours)

### ***Spring Semester (15 Hours)***

- EDP 5333 Psychology of Learning, Cognition, and Affect
- EDP 5337 Psychological Assessment of Children and Adolescents II: Psychoeducational
- EDP 5360 Psychological Interventions with Children and Adolescents II: Counseling
- EDP 5367 Psychopathology of Individuals & Families
- EDP 5V78 Practicum in School Psychology (3 hours)

### ***Summer Semesters (6 Hours)***

- EDP 5356 Psychological Interventions with Children and Adolescents I: Behavior
- EDP 5393 Cultural Issues with Children and Families

## **Second Year (21 hours)**

### ***Fall Semester (9 Hours)***

- EDP 5362 Psychological Interventions with Children and Adolescents III: Academic
- EDP 5394 Psychological Assessment of Children and Adolescents III: Socio-Emotional
- EDP 5V78 Practicum in School Psychology (3 hours)

### ***Spring Semester (12 Hours)***

- EDP 5327 Educational Evaluation
- EDP 5363 Psychological Interventions with Children and Adolescents IV: CBT
- EDP 5370 Consultation, Collaboration, and Family-School Partnerships
- EDP 5V78 Practicum in School Psychology (3 hours)

### ***Summer Semester***

- No required classes
- Take “School Psychology Praxis Exam”

## **Third Year (6 hours)**

***Fall Semester (3 Hours)***

- EDP 5382 Specialist Internship in School Psychology

***Spring Semester (3 Hours)***

- EDP 5383 Specialist Internship in School Psychology

**3.3 Course Transfer**

Because of its short duration, students typically do not transfer any hours into the EdS degree. If you believe that a graduate course you took before entering the EdS degree program should count towards your degree requirements, then please speak with your advisor. Practicum and internship hours cannot be transferred.

# ***Chapter 4: Tuition, Fees, and Financial Support***

## **4.1 Tuition, Fees, and Aid**

Student Financial Services provides updated information regarding the Tuition and Fees for graduate students. Due to the financial structure Baylor has established, there will be differences in financial costs and support between the Waco and Dallas program. Further, these differences may change on annually, so it is best to ask the program director (Dr. Ragan) or your advisor for more information.

## **4.2 Extramural Sources**

Many graduate students receive funding for their education at BU from sources outside of Baylor. NASP provides a list of many ways for students to fund their graduate education: [http://www.nasponline.org/students/student\\_scholarships.aspx](http://www.nasponline.org/students/student_scholarships.aspx)

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.

PO Box 97028  
Waco, TX 76798-7028  
Phone: 254-710-2611  
Email: [FinancialAid\\_Office@baylor.edu](mailto:FinancialAid_Office@baylor.edu)  
Website: <http://www.baylor.edu/finaid/>

## **4.3 Travel Support**

Students may also apply for travel awards if they are and official presenter at a professional conference. Travel support may be obtained from the Graduate School, the SOE, and from the EDP department. Travel reimbursement from the Graduate School can be found on the following website:

<https://www.baylor.edu/graduate/index.php?id=959180>

# Chapter 5: School Psychology Program Requirements

## 5.1 Continuation in the Program

To continue in the BU SP, students must adhere to the University's Honor Code and all other BU, SOE, and EDP rules, policies, and requirements for graduate students. The Baylor Honor Code Policy and Procedures is available at <https://www.baylor.edu/honorcode/>. Furthermore, because graduates of the BU SP are eligible to become licensed service providers, faculty members have an ethical obligation to potential future clients to ensure that they are exposed to competent, professional practitioners of school psychology. Consequently, all students must demonstrate not only knowledge and skill competency, but also personal characteristics (dispositions) appropriate to the requirements of the profession. Further, you will be assigned an advisor who will meet with you at least twice a year (end of fall and end of spring semesters) to review your progress. See Appendix B for a copy of the *Student Progress Monitoring Form*. Requirements for continuation in the program are described in the following sections.

## 5.2 Satisfactory Academic Progress

Students must meet BU SP requirements for satisfactory academic progress, which are listed below. Students who violate any of these requirements must follow the process for unsatisfactory progress described in Section 6.6.

The **requirements for satisfactory academic progress** are:

1. Full-time enrollment.
2. Maintain a GPA of 3.00 or higher.
3. Earn a *B* grade or higher in every course that provides letter grades.
4. EDP 5V78 and EDP 5382/5383 (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.

### **5.3 Satisfactory Professional Progress**

Students are required to act in a professional and ethical manner while enrolled in the BU SP. This includes: BU classroom, graduate assistantships, and field sites (e.g., practicum, internship). Professional behavior includes, but is not limited to, the following:

- Act 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).
- Be respectful of colleagues, professors, supervisors, clients, client's families, and other professionals. A good rule of thumb is to never say anything about other individuals when they are not present that you would not say if they were present.
- Have a receptive attitude toward learning. This is shown by attendance and participation in courses and field experiences, as well as responsiveness to feedback—both positive or constructive.
- Perform assigned duties to the best of your ability, in courses, field work, and assistantships.
- Immediately bring to an instructor's or supervisor's attention any problems or concerns you may have pertaining to your own work.

#### ***Social Media***

Students may choose to communicate through social networks (e.g., Facebook, Twitter, Instagram), but be cognizant of the high ethical and moral expectations of a professional school psychologist when choosing this form of communication (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.

#### ***Professional dress and appearance***

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 SP *Practicum Handbook*.

## 5.4 Other Requirements

In addition to academic and professional requirements, SP students have other requirements they must complete.

1. *Liability Insurance*. Because students have direct contact with clients every year in the BU SP, **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: <https://www.trustinsurance.com/Insurance-Programs/Student-Liability/Student-Liability-for-Graduate-Students>
- NASP-recommended agencies:  
<http://www.nasponline.org/membership/insurance.aspx>

2. *Curriculum Vitae*. Students need to maintain their curriculum vitae (CV), which will be useful to monitor their own progress and eventually secure a position after graduation. The CV should follow general guidelines for those in professional psychology. NASP has a recommendation for creating CV's on their webpage: <https://nasponline-jobs.careerwebsite.com/career-advice/>

3. *Meeting with your advisor*. Upon entering the BU SP, students will be assigned to a faculty member to guide them through the program. Students should meet with their advisor each semester.

4. *Pass the Praxis exam*. All students are required to earn a score on the *Praxis Series*<sup>®</sup> School Psychology test (5402) at the passing level set by the TSBEP. Students must submit an official copy of the score report to the BU SP Director, which can be done by listing Baylor 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. 100% of students have passed the exam prior to completing their internship.

5. *Organizational membership*. Students must be a member of at least one professional school psychology organization. Students memberships are typically very cheap 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)

6. *Full-Time Status.* Students in the BU SP are expected to take courses as a full-time student and on a continuous basis. This requirement is due to the importance of being a part of the university culture, to have opportunities to interact with faculty, and to develop an affiliation with your colleagues as it pertains to academic and social activities that surround the life of the campus. There are rare situations where students admitted into the BU SP 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.



# ***Chapter 6: Student Evaluations***

The BU SP faculty continually monitor student performance to ensure 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 training program. In addition, these reviews are one component of the faculty's evaluation of the BU SP's training effectiveness. The BU SP faculty follow best practices in assessing student progress by evaluating multiple domains using multiple methods (Fouad et al., 2009; Kaslow et al., 2009).

## **6.1 Course Assessments**

Every course in the BU SP 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 BU SP. 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 BU SP 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. Students are rated on their progress toward the competencies specified as needed in the practice of school psychology (Caterino et al., 2012). Evaluations are completed at multiple times during each practicum level and internship, to provide regular feedback and updates on progress.

## **6.4 Self-Evaluations**

At the end of each fall and spring semester, students complete a self-evaluation. These forms are completed electronically and are due by the final day for that semester, including during the internship year. These self-evaluations require students to report on their

academic, professional, and clinical progress.

## **6.5 Comprehensive Exam**

The comprehensive exam for students in the EdS degree program is the *Praxis Series*® School Psychology test (5402). To pass this exam, students must earn a score at the passing level set by the TSBEP.

## **6.6 Portfolio**

Each student must complete a portfolio detailing their competencies in various areas at the conclusion of internship. Students should begin collecting information their first semester in the BU SP and the final product should be turned in at the end of their internship experience. Please see Appendix C for a more detailed description of the portfolio's requirements.

## **6.7 Summary Evaluation**

At the end of every academic year, the BU SP faculty meet to discuss each student's progress. Within two weeks of this meeting, faculty provide students with a written summary evaluation; this summary evaluation 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 *BU SP Practicum Handbook*
- Overall progress in meeting program expectations
- Progress toward degree completion

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

## **6.8 Process for Students Who Make Unsatisfactory Progress**

The BU SP faculty believe that all students admitted into the BU SP can complete the requirements in their degree programs. Sometimes, however, students run into some difficulties. 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.

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*. The result of this meeting will be a written improvement plan with (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.

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.

- *Note #1.* Students may be dismissed from the BU SP 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/NASP ethical principles.
  - *Note #2.* It is BU policy that students who earn a grade of *D* or lower must retake the course. It is the BU SP's policy that the course will be completed at the students' own expense in addition to any other items in their 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.
  - *Note #3.* Students who earn a *C* grade in a course will likely have to re-take the course at their own expense (in addition to any other items in their improvement plans). If the course is a prerequisite, then the students may not be able to enroll in the subsequent course until they have passed the course with the requisite grade. Decisions on repeating courses where students earned *C* grades will be made by the BU SP faculty on a case-by-case basis.
  - *Note #4.* 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.
  - *Note #5.* BU SP faculty report all violations of the Baylor Honor Code to the Honor Council. Creation of an improvement plan may be delayed until after the Honor Council has decided on any disciplinary actions.
2. If the improvement plan described in Step #1 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.
  3. If the student does not show adequate progress on the improvement plan described in Step

#1, the faculty advisor will notify the BU SP director who will schedule a meeting of all available BU SP 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.

Recommendations may include a revised 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.

4. If the revised plan described in Step #3 is successful, the faculty advisor will make note of this on the improvement plan and distribute the amended improvement plan to the appropriate parties.
5. Any further failure by the student to make adequate progress in the specified time period will result in a recommendation from the BU SP director to be dismissed from the BU SP.

# Chapter 7: Student Feedback

## 7.1 Opportunities for Feedback

*The BU SP 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, the BU SP director, EDP chair, or any other EDP faculty member
- Self-evaluations
- 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 BU SP faculty.

## 7.2 Grievance Procedures

The BU SP 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 frightening 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.

### **Grievance resolution steps are as follows:**

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 is considered 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:
  - Student Ombudsperson, who provides informal, neutral, and confidential dispute resolution services for students
  - Bias-Motivated Incident Support Team
  - Title IX Office, which deals with allegations of sexual violence, assault, dating violence, domestic violence, stalking and other sexually inappropriate conduct
  - Academic Appeals
  - Baylor Police Department (254-710-2222)
6. Every reasonable effort should be made to resolve the matter informally (step 1-5). 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 SP 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.

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."

Other resources that students might find helpful:

- Judicial Affairs, which typically handles formal grievances involving student misconduct (both on and off campus).
- Student Ombudsperson, who provides informal, neutral, and confidential dispute resolution services for students.
- Baylor Civil Rights Policy (BU-PP 028).

- The Graduate Student Association (<http://www.baylor.edu/gsa/index.php?id=68254>) provides additional information about graduate student rights and responsibilities.

# Chapter 8: Additional Information

## 8.1 Baylor Resources

- **BearWeb:** Students register for courses using BearWeb (<https://bearweb.baylor.edu>). The course schedule is published before the start of each semester and can be accessed online at <https://www1.baylor.edu/scheduleofclasses/>
- **BU Graduate School:** (<http://www.baylor.edu/graduate>) provides information about assistantship opportunities, dissertation preparation, teaching awards, and financial information.
- **BU Libraries:** have a wealth of resources in their collections and online (<http://www.baylor.edu/lib/>). 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.
- **Health Insurance:** 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 BlueCross/Blue Shield. More information is available at: [http://www.baylor.edu/health\\_center/index.php?id=13935](http://www.baylor.edu/health_center/index.php?id=13935). For students in Dallas, please use the following information for health insurance:

Baylor University Louise Herrington School of Nursing  
**ATTN: De-De Henson**  
 3700 Worth Street  
 Dallas, Tx 75246  
 214-818-8692

- **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.
- **Barnabas Success Center:** located in Dallas at the Louise Herrington School of Nursing, this is a hub for studying, tutoring, and testing. It offers:



- ***Academic Support Programs***
  - Tutoring
  - Academic Workshops
  - Academic Coaching
  - Sparrow House Counseling
- ***Career Services***
  - Career Services
  - Career Fair
- **Counseling Services:** can be found on both the Waco and Dallas campuses.
  - Dallas provides:
    - ***Sparrow House Counseling***  
5025 N Central Expy, Dallas, TX 75205  
(214) 736-9955  
[www.sparrowhousecounseling.com](http://www.sparrowhousecounseling.com)
    - Students have access to work with licensed counselors from Sparrow House Counseling while attending Louise Herrington School of Nursing. Students are able to meet one-on-one with a Sparrow House Counselor for 6 free sessions.
    - Sparrow House counselors routinely offer free **PAUSE** sessions designed for students to recognize triggers of stress and anxiety and practice experiential techniques to reduce their stress or anxiety. **PAUSE** sessions are held on LHSON campus.
  - Waco provides:
    - The 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.

## 8.2 Student School Psychology Association

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.

## 8.3 Students with Disabilities

The Office of Access and Learning Accommodation 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](mailto:OALA@baylor.edu) or call 254-710-3605.

## **8.4 Privacy of Student Information**

BU, the EDP department, and the SP 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.

## **8.5 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).

## **8.6 Steps to Obtain Licensure in Texas**

There are several steps to becoming a LSSP in Texas. Full information is provided by the TSBEP. The general procedure is as follows:

1. Finish all SP course work and practica.
2. Pass the *School Psychologist* Praxis specialty exam.

3. Take the Texas Jurisprudence Exam. The Texas Jurisprudence Exam is a take-home exam to be completed and postmarked no later than two weeks after it is sent. A score of 90% or better is required to pass this exam.
4. Complete LSSP Application and send to TSBEP.

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# **Appendix A: Student Progress Monitoring Form**

*School Psychology Program  
Baylor University*

**STUDENT PROGRESS MONITORING FORM**

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

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

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

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

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

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

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

	<i>Unsatisfactorily</i>	<i>Satisfactorily</i>	<i>Expectations</i>	<i>Above</i>
<b>I have met my goals:</b>				
Goal 1 _____	1	2	3	4
Goal 2 _____	1	2	3	4
Goal 3 _____	1	2	3	4

**ACADEMIC**

**PROFESSIONAL**

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

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

**Goals for Continued Progress**

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

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

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

**Specific Action Plans Facilitate Progress**

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

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

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

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

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

## **Appendix B: Portfolio Requirements**

## **Portfolio Requirements**

General Directions: Your portfolio will consist of seven parts. Each part is listed below. In addition, related scoring criteria and rubrics have been provided. At least two faculty members will evaluate each intern's portfolio and scores will be averaged. Interns must submit a complete portfolio and demonstrate at least "satisfactory" performance on all graded elements. Please see below for details.

- I. Resume - Provide a copy of your updated resume
- II. Examples of Reports (one example per category)
  1. Learning Disability
  2. Emotional Disability
  3. Intellectual Disability
  4. Other
- III. Field Experiences Evaluation Form
  1. Internship Evaluation Form (Final)
- IV. Oral Presentation
  1. Oral Presentation Document (e.g., power point; paper report)
  2. Feedback Report (provided by professors)
- V. Official Praxis Score Report (provide a copy of the entire report)
- VI. Internship Activities Checklist
- VII. Case Studies (see Internship Handbook)