

# University of Texas at Austin School Psychology MA/SSP Program Handbook AY 2022-23

## Introduction

This handbook has been prepared by the School Psychology Faculty to help School Psychology (SP) master's students matriculate through the program as smoothly as possible. It includes information about the specific requirements for the SP master's program. It also includes the SP program-specific requirements within the curriculum requirements of the Department of Educational Psychology (EDP). Also included in this handbook are helpful hints, insider information, and questions that are frequently asked by students currently in the program.

Please remember that your *major* is Educational Psychology and your *specialty* is School Psychology. This is how you are viewed by the UT Graduate School and what will appear on your transcript. It is important, therefore, that you become familiar with not only the School Psychology Master's Program Handbook, which will discuss SP-specific requirements, but also the EDP Handbook, which discusses the requirements you must meet for the Department and the Graduate School. In short, you have three levels of curriculum requirements: Graduate School; Educational Psychology Department; School Psychology Program. It is your responsibility to understand these requirements and plan your courses accordingly in conjunction with your faculty advisor.

EDP Student Handbook: <https://wikis.utexas.edu/display/edp/Student+Handbook+-+Educational+Psychology>

Although you have many requirements to meet before you earn your master's degree, you also have many people to help you along the way:

EDP Department (SZB 5.714 suite): People, Roles, & Whom to See for What:

\*View the [Contact](#) page on the EDP Website for the most up-to-date contact information.

Kevin Cokley PhD	Department Chair	Visit when all else fails!
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Tiffany Whittaker, PhD	Graduate Advisor	EDP/Grad School rules and petitions
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SP Faculty (SZB 2.318):

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Jane Gray, Asst. Professor of Practice	Director of Clinical Training: Doctoral
Cindy Carlson, Professor	Faculty Advisor/Research Mentor
Sarah Kate Bearman, Associate Professor	Faculty Advisor/Research Mentor
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Mark Eddy, Professor	Faculty Advisor/Research Mentor

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## Program Area Overview & History

The School Psychology program area is one of four major disciplinary areas in the Department of Educational Psychology (EDP) within the College of Education (CoE) at the University of Texas of Austin. The other disciplinary areas in the EDP include: Counseling Psychology & Counselor Education; Human Development, Culture, and Learning Sciences; and Quantitative Methods. Students complete many of their required courses with students from other program areas. The EDP is one of five departments within the CoE which also includes: Special Education, Kinesiology & Health Education, Curriculum & Instruction, and Education Leadership & Policy. All departments, including EDP, and the college were ranked in the top ten in the nation by US News & World Report in 2020.

The School Psychology program area includes a doctoral program and a master's degree program. The doctoral program provides scientist-practitioner health service psychologist training consistent with the Standards of Accreditation (SoA) of the American Psychological Association (APA) and eligibility for licensure as a Psychologist in the State of Texas. The doctoral program prepares students for careers as researchers and academics, as well as for entry-level practice as a health service psychologist in schools, children's hospitals, and other community behavioral health settings. The doctoral program is currently an APA-accredited and NASP-approved school psychology training program.

The master's degree program is a three-year, 62 credit hour program providing scientist-practitioner school psychology training consistent with the accreditation standards of the National Association of School Psychologists (NASP) and eligibility for licensure as a Licensed Specialist of School Psychology (LSSP) in Texas (or the equivalent credential in other states). The master's program prepares students for employment as a licensed or certified school psychologist in a public or private school setting. The Program serves the Central Texas area, located in Austin, Texas.

The UT School Psychology doctoral program has a long history of scientist-practitioner training and academic and professional leadership. As the first school psychology program accredited by the APA in 1971, under the visionary leadership of program director, Dr. Beeman Phillips, the program has produced more than 500 graduates, many of whom continue to be honored for their contributions to research, have shaped academic training in school psychology across the nation, and have created award-winning school psychological service systems in urban districts. The program was a notable early national leader for its emphasis on scientific contributions to school psychology research and an emphasis on school-wide prevention and consultation. Notably, the program developed and disseminated a model of diagnostic-intervention consultation services that closely resembles the current Response to Intervention approach now mandatory in public education. The early doctoral program's emphasis on prevention, early intervention, community psychology, and a strong scientific basis continue to inform the goals of the program.

Under the subsequent leadership of Dr. Kevin Stark, the doctoral program broadened the focus of school psychology training to include a clinical child curriculum emphasis, significantly

expanding both the training and the career trajectories of graduates to include children's hospitals and community mental health settings. The Texas Child Study Center (TCSC), developed under the leadership of Dr. Kevin Stark, has provided significant infrastructure to support the school psychology-clinical child training emphasis of the programs. A unique collaboration between UT, the Department of Educational Psychology, and the Ascension Family of Hospitals, the [TCSC](#), now located within the Dell Children's Medical Center (DCMC), is dedicated to the provision of evidence-based treatment to children and adolescents with emotional, behavioral, and developmental disabilities. The TCSC, among other sites, has provided inpatient and outpatient practicum, internship, and post-doctoral training opportunities for students in the doctoral school psychology program. For the master's program, TCSC has provided GRA positions for students to build on their research experience and skills.

Subsequent school psychology program directors, (Margaret Semrud-Clikeman, Cindy Carlson, and Timothy Keith) continued the school-clinical child training focus of the program, each adding additional training opportunities to the curriculum: Dr. Margaret Semrud-Clikeman, pediatric neuropsychology; Dr. Cindy Carlson, integrated behavioral healthcare; and Dr. Timothy Keith, application of advanced statistical methods to national longitudinal data. Current tenured/tenure-track faculty, (Erin Rodriguez, Sarah Kate Bearman, Kizzy Albritton, Mark Eddy), continue to build upon and expand the program's foundation through their research and teaching: Dr. Erin Rodriguez, pediatric psychology; Dr. Sarah Kate Bearman, dissemination of evidence-based practice; Dr. Kizzy Albritton, academic and social-emotional outcomes for racial and ethnic minority children in early childhood settings; and Dr. Mark Eddy, prevention science. Current clinical faculty (Jane Gray and Jessica O'Bleness ensure continued excellence in clinical training.

In 2012, the UT School Psychology program area added terminal master's degree level training in school psychology (UT MA-SSP), which is dedicated to the preparation of scientist-practitioner school psychologists. Upon completion, graduates are eligible for licensure as a Licensed Specialist in School Psychology (LSSP), school-based employment, or continuation in doctoral studies. The UT MA-SSP program curriculum is designed to overlap with the doctoral SP curriculum in the initial two years of courses to facilitate our desired outcomes for graduates: a) program completion and employment as a school psychologist; b) application to the doctoral program; c) a combination of a + b with employment first and application to the doctoral program within the 6-year time frame required to maintain curriculum currency. Students following option A complete their school psychology internship and MA degree in the third year of training.

Students in the school psychology program represent a variety of backgrounds and cultures. A majority of students have undergraduate degrees in psychology, education, and/or special education. Some students have backgrounds in health sciences, engineering, and business. Student attend school full-time (9-12 academic hours per semester). The School Psychology Program admits cohorts including doctoral and master's student each fall semester.

Twenty-six students have graduated from the master's program and ten students transferred to UT's doctoral program or an outside university PhD program. The majority of the graduates

have been employed as Licensed Specialists in School Psychology in Texas school districts. Graduates have also obtained school psychology positions in other states including Colorado.

Current faculty in the school psychology program area include: Cindy Carlson (Professor), Erin Rodriguez (Associate Professor), Sarah Kate Bearman (Associate Professor), Kizzy Albritton (Associate Professor), Mark Eddy (Professor) Jessica O’Bleness (Assistant Professor of Practice), and Jane Gray (Assistant Professor of Practice).

Retired emeritus faculty include: Beeman Phillips, Deborah Tharinger, Timothy Keith and Kevin Stark. Phased retirement faculty include: Cindy Carlson.

### Program Mission, Vision, Cultural Awareness and Nondiscrimination Statement

The primary *mission* of the master’s program in School Psychology at the University of Texas at Austin is to train the next generation of skilled clinicians to best serve children, families, and schools and leaders within the field of school psychology. The *vision* of the program is to prepare broadly trained school psychologists who will change the world through research and practice, one child and one system at a time, to assure all children have the opportunity to thrive and succeed. The school psychology program’s mission and vision are consistent with the mission and priorities of the College of Education and the University of Texas at Austin.

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research, and public service. The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of University discoveries. The [core purpose](#) of UT-Austin is to transform lives for the benefit of society:

In 2019, the UT College of Education, under the leadership of its new dean, Charles Martinez, initiated a Reimagine Education strategic campaign and vision. Three signature areas of impact have been targeted: 1) Advancing Equity through Eliminating Education and Health Disparities; 2) Attending to Place and Context; and 3) Thriving through Transitions.

The School Psychology Program's commitment to cultural awareness, which appears on the [website](#), states, *“The School Psychology Program is committed to supporting cultural awareness and cultural issues in the field. We seek to integrate multiple cultural perspectives into our coursework and practicum training experiences. Students have various opportunities to pursue a specialized cultural awareness emphasis in their research, coursework, and practica. We are committed to a culturally pluralistic student body and to building culturally competent researchers and practitioners who can contribute to enhancing a culture of belonging in the field.”*

The program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics. The program adheres to the [university's policy](#) to provide a working environment that provides equal opportunity to all members of the University community and prohibits unlawful discrimination.

We view the school psychology program's mission, vision, and commitment to cultural awareness to be consistent with the values and priorities of the College of Education and the University of Texas at Austin.

### Program Philosophy and Training Model

The School Psychology Master's program adheres to the *scientist-practitioner model* of training, which emphasizes the integration and reciprocal influence of science and practice. The program's training model reinforces that psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology. The program holds as a standard for its faculty and students alike the application of the scientific method as a means of investigating problems in research and addressing issues in professional practice. The use of the scientific mode of inquiry in research and evidence-based professional practice is a unifying standard and ubiquitous in the curriculum. The integration of science and practice is emphasized in both lecture/discussion classes and practica, as well as curriculum requirements.

Students are required to participate in a research lab, and they engage in psychological research as part of a research lab from the beginning of their graduate training. Research labs provide the opportunity to apply knowledge gained from required research methods courses and facilitate the development of research skills. The program emphasis is on training scientist-practitioner school psychology health service providers, applied researchers, and academic teachers and scholars.

The program prepares all students to be scientist-practitioners capable of addressing the significant and complex problems and issues facing children and youth in a variety of settings and contexts. Ecological developmental theory and the biopsychosocial model are central guiding theoretical frameworks. From the ecological developmental theoretical perspective, it is appreciated that children and adolescents reside within interrelated ecological contexts that inform and shape their development, most notably the family, but also the classroom/school, peer group, neighborhood, cultural group, and society. The biopsychosocial model, an extension of

ecological developmental theory, extends this framework to include the interrelatedness of the nested levels of individual biology within their broader social ecology.

The school psychology master's program's philosophy, training model, and guiding theoretical frameworks are consistent with the [signature impact areas](#) of the College of Education. As a program, we strive to advance a culture of belonging. Through our scholarship, we strive to create opportunities for students to engage in research with different and marginalized populations and promote the health and resilience of youth and their systems over time. Our emphasis on an ecological developmental biopsychosocial systems framework organizes our curriculum and training in the profession-wide competencies, with particular attention to individual, cultural, biological, and systemic differences.

The School Psychology program at the University of Texas at Austin subscribes, and expects all students to subscribe, to the American Psychological Association's (APA) [Ethical Principles of Psychologists and Code of Conduct](#) (2017) and the [National Association of School Psychologists \(NASP\) Principles of Professional Ethics](#). Students are provided with and expected to review the APA code and NASP Principles of Professional Ethics during student orientation; students sign an attestation that confirms they have read and understand the code. Students receive in-depth instruction related to ethics in the initial year required course, *Law, Ethics, and History in School Psychology*. The APA ethics code and NASP principles apply to all aspects of professional behavior, including (but not limited to) the practicum, supervision, teaching, research, consultation, and collegial relations. It is infused in all professional practice courses.

In addition, the program is committed to creating and maintaining a positive learning environment that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of the human experience. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Certainly, people may differ regarding whether particular communications are respectful. Students are urged to work through such difficult situations by maintaining an open mind, respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty may play a facilitative role in these difficult dialogues. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be considered grounds for disciplinary action within the program.
2. An essential part of training is understanding and appreciating all aspects of individual and cultural differences. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any identities, characteristics and backgrounds of individuals. Again, people may differ regarding what constitutes prejudice, and students are encouraged to work through these issues in the manner described in Point 1 above.
3. Students should expect to work with colleagues (e.g., peers, faculty, and clinical supervisors) and clients who are different from themselves throughout their training.

## Program Objectives and Goals, Curriculum, & Competencies

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

### I. PROGRAM CONTEXT/STRUCTURE

1.1 The school psychology program is composed of integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice.

1.2 Graduate preparation in the school psychology program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists.

1.3 SCHOOL PSYCHOLOGY SPECIALIST LEVEL PROGRAMS ONLY: The specialist level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time;
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience;
- Institutional documentation of school psychology specialist-level program completion provided to graduates.

1.4 *Applies to doctoral programs*

1.5 *Applies to respecialization which is not offered at in our program at UT*

### II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School Psychology students will demonstrate entry-level competency in each of the following domains of professional practice:

2.1 Data-Based Decision-Making and Accountability

2.2 Consultation and Collaboration

2.3 Interventions and Instructional Support to Develop Academic Skills

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

2.5 School-Wide Practices to Promote Learning

2.6 Preventive and Responsive Services

2.7 Family–School Collaboration Services

2.8 Diversity in Development and Learning

2.9 Research and Program Evaluation

2.10 Legal, Ethical, and Professional Practice

### III. FIELD EXPERIENCES/INTERNSHIP

School Psychology students will have opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, develop specific skills, and integrate competencies that address the domains of professional preparation through:

3.1 Supervised practica and internships

3.2 Supervised internship in collaboration with appropriate field site

3.3 Timely completion of the internship per NASP and TSBEP standards

3.4 Field-based supervision per NASP and TSBEP standards

3.5 A written agreement between field site, intern, and the University

### IV. PROGRAM RESOURCES AND ACCOUNTABILITY



- 4.1 The school psychology program faculty members are assured adequate professional time for program responsibilities.
- 4.2 The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members.
- 4.3 The school psychology program faculty receives support for ongoing learning and professional experiences relevant to assigned graduate preparation responsibilities.
- 4.4 Candidates in the school psychology program receive ongoing support from the institution, or a unit of the institution, during graduate preparation.
- 4.5 Adequate physical resources are available to support faculty and candidates in the school psychology program.
- 4.6 For qualified candidates and faculty with disabilities, the school psychology program provides the following:
- Reasonable accommodations for special needs;
  - Accessible academic programs and field experiences;
  - Equal opportunities for development and demonstration of competencies.
- 4.7 The institution provides adequate library resources to support instruction, independent study, and research relevant to the school psychology program.
- 4.8 The school psychology program provides for, collaborates in, or contributes to relevant continuing professional development opportunities for practicing school psychologists.
- 4.9 The school psychology program is located in an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

## Program Goals

The goals that guide the program's graduate training reflect the *Standards for Graduate Preparation of School Psychologists* (2010) published by the National Association of School Psychologist. The course requirements, clinical training, and research experiences were designed to provide preparation in the areas of data-based decision-making, consultation, problem solving, evidence-based preventive services and interventions, research, ethical practice, and interactions between family, school, and community systems. These knowledge-based foundations prepare students to develop professional skills in culturally different practicum and internship settings and align with the candidate performance standards model of NASP, consistent with the Program goal for all graduates to become Nationally Certified School Psychologists and licensed/certified at the state level.

**Goal 1:** Prepare students for future doctoral study.

**Goal 2:** Prepare students to work as Licensed Specialists in School Psychology (Texas) and Certified School Psychologists (other states).

**Goal 3:** Prepare students to translate research into practice.

**Goal 4:** Prepare students who are knowledgeable about research and theory in the basic domains of scientific psychology including social, cognitive, biological, developmental, and learning.

**Goal 5:** Prepare students with an understanding of and ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.

**Goal 6:** Prepare students to competently conceptualize, assess, and intervene in child and adolescent learning, behavior, and mental health with a range of culturally sensitive and empirically-supported methods that target the individual, family, classroom, and larger social system.

**Goal 7:** Prepare students to apply relevant legal and ethical principles, as well as cultural sensitivity and self-awareness, to their professional service, and practice.

## Application Procedures and Program Admission Requirements

Students are admitted once a year with an application deadline of January 10 and a final deadline of acceptance of an offer of April 15. It is strongly recommended that applicants submit their application well in advance for the deadline to allow enough time for the UT Graduate Admissions and the Department of Educational Psychology to process the information.

Requirements for applications include:

1. Possess (or graduating before the next academic year) a bachelor's degree from an accredited institution of higher learning, preferably with a major/minor in psychology, education, special education, or a closely related field. Completion of undergraduate coursework in psychology and/or statistics is preferred. Undergraduate GPA minimum 3.00 or average GPA of at least 3.00 for the last two semesters of undergraduate study
2. Three letters of recommendation familiar with the applicant's academic performance and potential as well as professional competence.
3. Statement of purpose that describes the applicant's interests and commitment to the goals and curriculum of the program area. Applicants should address their personal and academic background as well as academic and professional goals. This statement should be no longer than 2-3 pages single spaced.
4. Curriculum Vitae or resume that includes post-high school education, relevant work or volunteer experience (indicate amount of time), honors received, research experiences, conference presentations, publications
5. Submit scores for the general Graduate Record Exam
6. International students whose native language is not English are required to submit scores of the Test of English as a Foreign Language

The Graduate College forwards student application to the School Psychology Program Committee to review. The student is notified by the Graduate College of the action taken. Approximately 20-25 applicants are invited to an interview day in February and 10-15 offers for admission are sent out in late February or early March. Interview day consists of faculty panel, graduate student panel, individual interviews with program faculty, and a tour of the university. Video interviews are available with individual faculty if the applicant is unable to travel to interview day. If Program admission is accepted, the applicant will receive information regarding pre-registration for coursework for the first semester. Individual advisement typically takes place at the New Student Orientation.

## Opportunity to Transfer into the Doctoral Program

Students in the MA/SSP program complete the same curriculum and other requirements as doctoral students in the first two years of our scientist-practitioner program, including coursework, research experience, and practica. MA/SSP students will be well-prepared for subsequent doctoral study at University of Texas at Austin or elsewhere. Entry into the MA/SSP program is no guarantee of admission to the PhD program or to doctoral programs elsewhere. Strong performance in the MA/SSP program will make students extremely competitive for ultimate admission to the doctoral program. Since 2012, ten MA/SSP students have successfully progressed into the doctoral program.

Below are the steps to apply to transfer to the doctoral program:

- Become involved in a research lab within the school psychology program in the first semester (all MA/SSP students are required to be involved in research)
- Express interest and intent to apply by the fall of your second year in the program
- Under the guidance of your research mentor, apply to the doctoral program by the deadline of December 1
  - Admittance into the program is reliant upon funding opportunities, research mentor's availability and capacity, and research alignment

Successful MA/SSP transfers to the doctoral program exhibit the following skills:

- Aligned research interests and evidence of engagement with a school psychology faculty mentor
  - Career goals that include a research career
- Excelling in classes including:
  - Participating in scholarly discussions
  - Completing assignments in a professional manner
  - Exhibiting advanced writing skills
  - Demonstrating commitment and active in your own learning
- Excelling in research participation by:
  - Being an active member and supporting the lab members
  - Taking initiative on projects after gaining skills
  - Collaborating on posters and/or manuscripts
  - Starting to develop independent research ideas for qualifying process and dissertation
- Successful participation in the school-based practica
  - Excelling at practica activities including tasks and interpersonal relationships
  - Exhibiting continued growth in skills and career development
  - Responding to feedback in an appropriate manner resulting in positive growth in development skills
  - Advocating for yourself by preparing for supervision meetings, utilizing resources shared in classes, and willingness to offer help and support
- Contributions to the program's culture and development:
  - Volunteering then selected to be a student representative and/or program ambassador
  - Attending colloquium presentations and program events

- Positively supporting colleagues, including peers and faculty
- Engaging with faculty in a professional manner
  - Responding to feedback on assignments and class discussions in an appropriate manner focusing on developing theoretical and clinical skills
  - Providing mutual respect and compassion with faculty members

## Degree Requirements and Academic Residency

Students must complete required foundational courses, additional program courses required by SP, successfully pass /complete a portfolio of work. In addition, SP Master's students must complete 3 semesters of practicum training and a one-year internship.

As noted in the [Graduate School catalog](#), students must be continually enrolled in fall and spring semesters until graduation, unless granted a leave of absence. The program of work includes no more than six semester hours of courses transferred from another university and such courses will not appear on the student's record or transcript.

The School Psychology program requires full-time enrollment that includes a minimum of two years of full-time graduate study (or the equivalent), plus the internship. All instruction under normal circumstances is provided on campus; therefore, all students are in full-time residence for a minimum of one year and most commonly students are in residence for 2 years prior to internship.

All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site) must be completed successfully prior to the master's degree being awarded. The MA/SSP program meets requirements for certification as a school psychologist in most states (including Texas).

## Curriculum

School Psychology Master's students are required to complete:

1. Foundation Courses
2. School Psychology program courses
3. Out-of-Specialization courses
4. Practica and Internship.

### Educational Foundation Courses (16 credit hours)

These courses represent core foundational knowledge in Educational Psychology

- EDP 380C.2 Fundamental Statistics: prerequisite course for all Methods area courses. Recommend students take in the summer prior to or during their 1<sup>st</sup> semester.
- EDP 480C.6 Statistical Analysis for Experimental Data
- EDP 381C.2 Research Design & Methods for Psych and Education (or alternative approved by Adviser such as Single Case Design or Program Evaluation)
- EDP 382D.4 Psychology of Learning
- EDP 382F.3. Life Span Development

### School Psychology Program Courses (31 hours)

The following Program Courses reflect three areas of training: assessment, intervention, and research, with both didactic courses and those with an emphasis on practice.

- **Professional Development (3 hours)**
  - EDP 385C.8 Law, Ethics, & History of School Psychology
- **Psychoeducational Assessment and Intervention (7 hours)**
  - EDP 483C.4 Individual Testing
  - EDP 383C.6 Academic Assessment & Intervention
- **Social/Emotional Assessment and Interpersonal Intervention (6 hours)**
  - EDP 383C.30 Developmental Psychopathology
  - EDP 383C.8 Social/Emotional Assessment with Children & Adolescents
- **Behavioral Assessment and Intervention; Counseling Interventions (3 hours)**
  - EDP 384C.21 Fundamentals of Cognitive / Behavioral Interventions in Youth/Adolescents
- **Family Intervention (3 hours)**
  - EDP 384C.12 Family/Couples Interventions
- **Consultation Theory and Process (3 hours)**
  - EDP 385C.14 School Consultation Theory and Practice
- **Biological Basis of Behavior (3 hours)**
  - EDP 382E.2 Biological Bases of Behavior or approved alternative
- **Multicultural Competency (3 hours)**
  - EDP 384C.18 Multicultural Counseling

### Practica (9 hours)

- EDP 383D Practicum in School Psychology Level One (university-based clinic)
- EDP 383E Practicum in School Psychology Level Two (school-based)
- EDP 383F Practicum in School Psychology Level Three (school-based)

### Internship (6 hours)

- EDP 393E School Psychology Specialist Internship (2 semesters)

### Out-of-Specialization Courses (6 hours)

In addition to foundation and program area requirements, students must complete the following additional coursework outside of their program area. These courses are an opportunity to enhance interests and form relationships with out-of-area faculty; course choices must be approved by faculty adviser.

- 1 course taken outside of the EDP department (3 hours)
- 1 course taken either in another program area within EDP or outside of the department (3 hours) \*This requirement is fulfilled by the required course 382E.2 Biological Bases of Behavior

**Table 1: Alignment of course sequence with 2010 NASP Model**

2010 NASP Model	Courses Meeting Standard
<b>Practices that Permeate All Aspects of Service Delivery</b>	
<b>Standard II:</b> Data-Based Decision Making and Accountability	EDP 383C.8 Social/Emotional Assessment with Children & Adolescents EDP 383C.6 Academic Assessment & Intervention EDP 483C.4 Individual Testing EDP 384C.21 Fundamentals of Cognitive/Behavioral Interventions in Youth/Adolescents *SED 396R Single Case Design (as an alternative to a research design course)
<b>Standard III:</b> Consultation and Collaboration	EDP 385C.14 School Consultation Theory and Practice EDP 383C.6 Academic Assessment and Intervention EDP 384C.21 Fundamentals of Cognitive/Behavioral Interventions in Youth/Adolescents EDP 383E Practicum in School Psychology: Level 2 EDP 383F Practicum in School Psychology: Level 3
<b>Standard IV: Student-Level Services</b>	
<i>Element IV-1:</i> Intervention and Instruction Support to Develop Academic Skills	EDP 483C.4 Individual Testing EDP 383C.6 Academic Assessment and Intervention *SED 396R Single Case Design (as an alternative to a research design course) EDP 383D Practicum in School Psychology: Level 1 EDP 383E Practicum in School Psychology: Level 2 EDP 383F Practicum in School Psychology: Level 3
<i>Element IV-2:</i> Interventions and Mental Health Services to Develop Social and Life Skills	EDP 383C.8 Social/Emotional Assessment with Children & Adolescents EDP 383C.30 Developmental Psychopathology EDP 384C.21 Fundamentals of Cognitive/Behavioral Interventions in Youth/Adolescents EDP 384C.18 Multicultural Counseling EDP 383D Practicum in School Psychology: Level 1 EDP 383E Practicum in School Psychology: Level 2 EDP 383F: Practicum in School Psychology: Level 3
<b>Standard V: System-Level Services - School</b>	
<i>Element V-1:</i> School-Wide Practices to Promote Learning	EDP 383C.6 Academic Assessment & Intervention EDP 385C.14 School Consultation Theory and Practice EDP 383D Practicum in School Psychology: Level 1 EDP 383E Practicum in School Psychology: Level 2 EDP 383F Practicum in School Psychology: Level 3
<i>Element V-2:</i> Preventive and Responsive Services	EDP 384C.21 Fundamentals of Cognitive/Behavioral Interventions in Youth/Adolescents

	EDP 383C.30 Developmental Psychopathology EDP 383D Practicum in School Psychology: Level 1 EDP 383E Practicum in School Psychology: Level 2 EDP 383F Practicum in School Psychology: Level 3
<b>Standard VI:</b> System-Level Services - Family and School Collaboration	EDP 384C.12 Family/Couples Interventions EDP 383C.30 Developmental Psychopathology EDP 384C.21 Fundamentals of Cognitive/Behavioral Interventions in Youth/Adolescents EDP 383D Practicum in School Psychology: Level 1 EDP 383E Practicum in School Psychology: Level 2 EDP 383F Practicum in School Psychology: Level 3
<b>Standard VII:</b> Foundations of School Psychologists' Service Delivery – Diversity in Development and Learning	EDP 383C.30 Developmental Psychopathology EDP 382F.3 Life Span Development EDP 382D.4 Psychology of Learning EDP 383C.6 Academic Assessment & Intervention EDP 384C.18 Multicultural Counseling EDP 385C.8 Law, Ethics, and History of School Psychology EDP 385C.14 School Consultation Theory and Practice EDP 382E.2 Biological Bases of Behavior or equivalent
<b>Standard VIII:</b> Foundations of School Psychologists' Service Delivery – Research, Program Evaluation, Legal, Ethical, and Professional Practice	
<b>Element VIII-1:</b> Research and Program Evaluation	EDP 380C.2 Fundamental Statistics EDP 381C.2 Research Design and Methods for Educational Psychology EDP 480C.6 Statistical Analysis for Experimental Data EDP 384C.36 Fundamentals of Behavioral Theory & Intervention EDP 383C.30 Developmental Psychopathology EDP 383C.8 Social/Emotional Assessment with Children & Adolescents
<b>Element VIII-2:</b> Legal, Ethical, and Professional Practice	EDP 385C.8 Law, Ethics, & History of School Psychology EDP 384C.18 Multicultural Counseling EDP 383D Practicum in School Psychology: Level 1 EDP 383E Practicum in School Psychology: Level 2 EDP 383F Practicum in School Psychology: Level 3

### Graded, Sequential, and Cumulative Curriculum Plan

The school psychology curriculum is a thoughtfully planned sequence designed to provide students with knowledge and clinical experiences that are cumulative and graded in complexity leading to increasing depth and breadth of knowledge, increased skill and independence in

clinical practice and research, and ability to apply knowledge and skill to problems of increasing complexity in preparation for internship.

In the initial two years of training, students complete the majority of required foundational courses in the discipline of psychology, the majority of the required clinical skills courses for the health service specialty of school psychology, and complete three semesters of practicum providing early exposure to the specialty. The professional practice courses in assessment are carefully sequenced and cumulative progressing each semester from Individual Testing, to Academic Assessment & Intervention, to Social-Emotional Assessment of Children and Adolescents. Practicum is carefully sequenced. Practicum One occurs on campus in the summer following the initial year of study with full psychoeducational child/adolescent evaluations conducted under supervision of the instructor, an LSSP and LP. Practicum two and three occur in the schools where students are supervised by onsite practicing school psychologists, as well as their course instructor. Prior to the initial practicum, students complete Law, Ethics, and History of School Psychology, Developmental Psychopathology, and Fundamentals of Behavioral Therapy and Intervention. During their second year, students expand the practice of their skills with the following courses: School Consultation Theory and Practice, (with teachers and parents), and Family/Couples Interventions.

In the third years of study, students expand upon their clinical skills training by completing a school-based internship.

A sample degree plan may be found in Appendix A.

### Transfer of Graduate Credit

The 62 hours of academic credit leading to the master's degree in school psychology are obtained by the successful completion of graduate level academic coursework (see curriculum and requirements below). Undergraduate coursework may not be applied toward the degree. Students with graduate coursework from other institutions may be eligible to transfer credit if the credit is not older than six years, was earned at an accredited institution, grade of B or higher, and reflects course content appropriate to the School Psychology Program degree plan approved by the instructor, advisor, and program chair.

### Professional Practices Competencies

Due to the integrated nature of the doctoral and master program at the University of Texas, students are evaluated each year following The American Psychological Association (APA)'s Commission on Accreditation (CoA) and The National Association for School Psychologists requires trainees to develop competencies as a part of their preparation for practice. Trainees are expected to demonstrate each of these competencies with increasing levels of independence as they progress across levels of training. The master's program prepares students for the achievement of competencies through various means, including certain coursework, research lab involvement and research mentoring, practicum training, preparation for internship training, and portfolio progress. Evaluation of each required profession-wide competency area is done via



course grades, practicum supervisor evaluations, and the annual end-of-year faculty-student evaluation process.

The National Association for School Psychologists requires trainees to develop competencies as a part of their preparation for practice according to the NASP Model (2010) and the associated master's student expectations are as follows:

**NASP Standard 1: Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**NASP Standard 2: Consultation & Collaboration.** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**NASP Standard 3: Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**NASP Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

**NASP Standard 5: School-Wide Practices to Promote Learning.** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

**NASP Standard 6: Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

**NASP Standard 7: Family-School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

**NASP Standard 8: Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

**NASP Standard 9: Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

**NASP Standard 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

## Research Training

Students will gain a breadth of scientific psychology knowledge and research methods through courses and research participation. Masters students should expect to spend approximately 10 hours per week engaged in research with their research mentor throughout the course of their study; this time commitment will be higher for students who are employed as a Graduate Research Assistant (GRA). Research is one component of the master's student's portfolio to be completed. Aspects faculty evaluate and expect from master's students include:

- Evaluating and synthesizing a cumulative body of research and its findings as a foundation for effective service delivery
- Providing assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices.
- Incorporating various techniques for data collection, measurement, analysis, accountability, and use of technology resources in decision-making and in evaluation of services.
- Designing, conducting, analyzing, and/or interpreting research and/or program evaluation in applied settings.
- Presentation (poster or paper) at Student Research conference or other conference if applicable

## Clinical Training

A major objective of the School Psychology Program is to prepare students to work as psychologists in schools and school-related settings, to serve the educational, health, and psychological health needs of children, adolescents, and families as well as supporting teachers and schools. To acquire the profession-wide competencies necessary to practice in these settings, the program requires a series of practica experiences designed to prepare students for formal internship placement and entry-level professional practice. During the first two years of the program, practica for students in both the doctoral and specialist master's programs provide an introduction to the field, practice of school psychology, and apply knowledge and skills in a field-based setting.

Three required practicum courses focus on providing psychological services in the school setting: Practicum Level 1 (EDP 383D), Practicum: Level 2 (EDP 383E), and Practicum: Level 3 (EDP 383F) in School Psychological Services. Students begin this sequence of practicum in the summer following their first year of study and complete it in the second academic year.

For all practicum, students and site supervisors complete a Practicum Agreement Form. Site supervisors evaluate student performance via the Practicum Evaluation Form.

## Practicum Guidelines and Procedures

### School Services Practicum

All students, Doctoral and Master's level, complete three semesters of school psychological services practicum during years 1 and 2: EDP 383 Practicum (Level 1, 2, and 3). Practicum training is a developmental process that is sequential and graded in complexity. Students are informed about the variety of practicum school-based sites available to optimize the fit between their training interests and needs and their practicum experience. Information is made available about sites at the beginning of the spring semester. Students should consider the type of clientele the setting serves, the nature of the activities the student would be involved in, the models for assessment and intervention represented by the practicum site staff. The student is encouraged to consult with students who have completed work at a practicum site, and the Director of Clinical Training. The students then provide rankings of the available sites to the Director of Clinical Training. The Director of Clinical Training then matches the students to sites. Some sites require an interview before confirming the placement.

Students should be aware that once they accept a practicum placement, they are making a commitment that they will be required to honor. If a situation arises that could impact a student's ability to fulfill this commitment, they should contact the Director of Clinical Training and Area Chair immediately. Unless an emergency situation develops (such as severe health problems, students taking unexpected leave, etc.), students should understand they must follow through on practicum commitments. Failure to do so represents a significant violation of expectations for professional behavior.

If students are completing adjunctive clinical training, administering assessments, or engaging in other psychological work for employment, this work must be cleared with their faculty advisor and the Director of Clinical Training in advance and the student and site must follow and complete an adjunctive clinical training document. If the student is not already enrolled in a 3-hour practicum while doing this work, they must enroll in the practicum course.

**Supervision:** Students are supervised by a clinical supervisor at their practicum site. Additional support is provided by the practicum course instructor who are licensed psychologists, licensed specialists in school psychology, and/or Nationally Certified School Psychologists. Oversight of practicum training is done by the Director of Clinical Training (DCT) of the program. In some cases, the student may also participate in peer supervision. Students *must* be enrolled in a practicum class while serving clients in a practicum setting. Students should not be supervised by a supervisor who has been or is currently working with them in the role of therapist, counselor, or engaged with them in any other relationship. Group supervision and didactic instruction is also provided by the university-based supervisor.

**Evaluation:** The professor of the practicum course will contact your site supervisors at the beginning of the semester. The professor will solicit feedback from the site supervisor prior to the end of the semester, which is recorded on a practicum evaluation survey. This feedback will be used as a part of your grade in the practicum course.

**Documentation:** Thorough documentation of students' clinical experiences, including tests administered, is required for the internship application. To aid in this task, students are required to log their practicum hours, either using Time 2 Track ([www.mypsychtrack.com](http://www.mypsychtrack.com)) or the template provided by the Director of Clinical Training. Practicum logs must be submitted regularly to the DCT.

## School-Based Practicum Handbook

Students completing practica in schools must read and understand the information in the School-Based Practicum Handbook.

## School-Based Practicum Requirements

**Interviewing/Shadowing Experiences** Although not a formal practicum, students begin their work in schools during the first semester of the program by interviewing/shadowing a practicing school psychologist. Coursework in the first year (Law, Ethics, & History of School Psychology) will include assignments in these settings. Many students will continue working in this same site during their second year for their formal school practica.

**Practicum: Level 1 (School Psychological Services)** is the student's first formal practicum experience completed during the long summer session semester of the first year. During this course, students will complete their first comprehensive evaluation of a school-aged client. This course is designed to provide basic theoretical, empirical, and applied knowledge of assessment as practiced by school-based psychologists. By the end of this class, students should have basic competence, knowledge and skills to conduct professional-quality academic and brief emotional assessments and communicate results to other relevant parties (including the child, parents, and teachers) in written and oral form. In addition, students will be able to provide meaningful, empirically supported, and realistic recommendations to address any areas of concern that result from the assessment. Students will spend approximately 10-15 direct hours with their client, and at least that many hours in report writing and scoring.

Prerequisites:

- Evidence of proficient administration of individually administered cognitive abilities tests (EDP 483C.4 Individual Testing)
- EDP 383C.6 Academic Assessment and Intervention

**Practicum: Level 2 (School Psychological Services) and Practicum: Level 3 (School Psychological Services)** are a total of one-year-long experiences completed during the fall and spring semesters of the second year. Students are expected to complete 200 hours each semester in the school setting under supervision, for a total of 400 hours over the entire school year (approximately 12-15 hours per week). The goal of the *fall semester* is for students to become acclimated to school systems. Since students continue to begin their professional practice in this course, students will initially observe their site supervisor and gradually participate in assessments and interventions while the site supervisor monitors and observes their skills. Students will also participate in an ongoing seminar addressing professional issues related to

practicum with their university-based supervisor. Students must have successfully completed the first practicum course in this series in order to continue with the school-based practica sequence.

Requirements for Fall Semester:

- Observe current LSSP in IEP meetings, etc. (as many as possible)
- Attend RtI/data review meetings/problem-solving meetings
- Attend 1 school faculty meeting or CAC meeting
- Attend at least 1 LSSP staff meeting
- Observe self-contained unit (either Behavior, Life Skills/Low Incidence, Autism, PPCD)
- Observe Alternative Educational placement
- Attend a manifestation determination ARD meeting
- Attend a transition planning meeting/ARD meeting
- Present assessment data at an ARD meeting
- Complete additional behavioral observations and testing as appropriate and needed by site
- Complete 1-2 full psycho-educational assessment (reevaluation LD or OHI) including report writing
- Optional – observe group counseling (group leader can be another professional other than site supervisor)

During the *spring semester*, students will continue to develop their skill sets and expand their roles at their individual sites. The goal of this semester is for students to take on more responsibilities and to integrate their assessment data to design empirically-based instructional, behavioral, or counseling interventions. The nature of cases will depend on the individual site and the site supervisor's caseload. While some of the student cases may involve assessment only, it is highly recommended that some identified cases also involve a multi-faceted assessment and included intervention and/or consultation. Supervision will continue to be both by the assigned site-supervisor and university-based supervisor.

Requirements for Spring Semester:

- Observe or assist with autism assessment
- Observe/assist with group counseling
- Observe/assist or complete assessment related to early childhood and/or low incidence
- Attend 1 Special Education Cooperative meeting (or any type of meeting provided for families/parents)
- Complete 1 social-emotional assessment case including report writing
- Complete additional classroom observations and testing as appropriate and needed by site
- Complete individual counseling case(s)
- Attend a manifestation determination ARD meeting
- Attend a transition planning meeting/ARD meeting
- Present assessment data at an ARD meeting
- Provide consultation with school staff and parents
- Complete a case study aligned with NCSP criteria

[Malpractice Insurance](#)

Students must obtain student malpractice insurance prior to the first-day clients are seen at the assigned practicum site and maintain insurance throughout their practicum experiences.

### Internship- Specialist Master's Program

The specialist professional internship occurs at the end of formal MA/SSP training in school psychology. It is considered the culminating experience in the student's graduate preparation for the professional practice of school psychology. It provides the student with an opportunity to integrate the knowledge and skills obtained throughout the training program and to apply them as a professional in a supervised setting. The two-semester professional internship sequence (EDP 393E) is a full-time experience for a minimum total of 1200 clock hours over a period of one year (two semesters) or half-time for a minimum total of 1200 clock hours over a period of no more than two years.

During their second year in the program, students search and select internship sites in conjunction with the Director of MA/SSP Clinical Training. Students typically select public school systems and charter school systems. Internship sites must be approved by the Director of Clinical Training. Once the internship site is approved, the student applies to the school district internship according to the school's/district's procedures, which may include submitting application materials (C.V., references, cover letter) and interviews.

Interns are considered full members of the school/agency staff, and they participate with regular education and special education staff as members of multidisciplinary teams. Supervision and primary responsibility for the work of the student intern are with the assigned school district or agency. Site supervisors are appropriately credentialed by the Texas State Board of Examiners of Psychologists as Licensed Specialists in School Psychology with at least three years of experience. They provide a minimum of two hours per week of direct supervision for each intern. The University School Psychology Program internship instructor (a licensed psychologist and/or licensed specialist in school psychology) will also provide an ongoing collaborative relationship with the field-based supervisor and intern. A Memorandum of Agreement is required to be completed by the intern and the internship site. This agreement includes the following criteria: supervision guidelines, internship responsibilities, varied training opportunities, contract and salary, adequate work environment, professional development and additional training opportunities, and release time for attendance of university internship course.

Students attend monthly seminars led by the University Supervisor. These seminars provide additional supervision and oversight of the internship experience. During the seminars, didactic training and additional information related to current school psychology practice are presented. In most circumstances, the University Supervisor will conduct site visits once an academic year. Additional site visits may be warranted if concerns arise at the internship site. Resolution of concerns will be sought through the collaboration of the student, university supervisor, and appropriate staff at the internship setting. The process will involve meetings with all pertinent people and a development of a plan to implement to make adjustments. This plan will be collaboratively monitored by each party member. Unresolvable issues related to the student's performance or the internship site capacity for providing quality training and supervision may

lead to the termination of the internship. In terms of student concerns, examples of these issues may be poor performance or unethical behaviors as identified by [NASP](#) and [APA](#). With regard to the internship site, examples that may lead to termination include inadequate supervision, limited, training experiences, and/or unethical actions or inappropriate professional interactions involving students. If these concerns are not resolvable, the University Supervisor and other faculty will determine a procedure for terminating the internship and the next steps for the student.

The internship must include direct intern application of assessment, intervention, behavior management, and consultation, for children representing a range of ages, populations, and needs. The following table represents the required experiences of the university program. Interns may complete more than the minimum requirement, but are only expected to document the minimum requirements in the provided tables attached to this document. These experiences can be used as materials for the required portfolio and case study assignment.

<b>Activity</b>	<b>Minimum</b>
<b>Evaluation (Conducting all phases-including reports)</b>	
ED (including 2 initial evaluations or RTI for a behavioral problem)	3
LD (may include ADHD/RTI for an academic problem)	3
FBA	3
MDR	3
ID	1
Autism	1
Early childhood (any diagnosis)	1
Participation in ARDs and/or MDRs	10
<b>Intervention (Conducting-including IEP and Progress Notes)</b>	
Counseling groups (any)	3
Individual counseling cases	3
Crisis intervention	1
<b>Consultation (conducting)</b>	
Pre-referral consultation-assistance team involvement	3
Teacher consultations	3
Parent consultations	3
BIPs	3
<b>Training</b>	
Conducting your own PowerPoint in-service training (research/present a topic)	1
Attendance at training program/in-service	3
<b>Research</b>	
Conducting your own research project (can be single case design or program evaluation; university will provide additional supervision)	1-2
<b>Supervision:</b>	
Two hours/week (one alone with primary supervisor)	

All master's students must compile a portfolio of samples of their work in the program and on internship. During the first two years in the program, students create a "working portfolio", which includes work from classes and practicum experiences. The "professional portfolio" includes the contents of the working portfolio as well as additional documents produced during the internship year.

In addition to the product of each requirement, interns will write a summary sheet describing how the NASP domain(s) are addressed by the document/activity/product. Where specified, provide a statement showing the impact the document/activity/product had (that is, how it specifically affected the district, student, teacher, policy, or program, etc.). Include quantitative data (e.g., number of discipline referrals before and after intervention) where possible. Additional material that supports the impact statement(s) can be included at the end of each section (i.e. teacher comments, email from a parent, record of student success, etc.).

The portfolios will be evaluated by the school psychology faculty to determine how well the intern meets competency to function at an entry-level job in school psychology upon graduation. If there are areas where the intern has not demonstrated competency, the faculty will meet with the intern and discuss how to remedy this situation. If additional work or supervision were required, that would need to be accomplished prior to graduation. The portfolio is part of the internship grade and, along with supervisor ratings, reflects the intern's competency to provide school psychological services. If portfolios are not timely submitted, the intern's grade may be lowered. Criteria used to evaluate the portfolio products appear below.

- 1= not well developed or not present
- 2= present, but partially developed
- 3= adequately developed
- 4= well developed.

Half-points are assigned for each competency if check is on line between whole intervals. These scores are then added to determine overall level of competency for each product.

Case studies: In addition to turning in the portfolio, interns are responsible for completing 2 case studies following the NASP Case Study Model (to submit for Nationally Certified School Psychologist: NCSP). The goal is for the university internship instructor to provide assistance to the interns so they can use these case studies for their NCSP application. Cases used for the Case Study can be an activity used for the internship requirements or a case used for a previous course (e.g., Consultation or Practicum) if data were collected. Case studies are evaluated using NCSP standards and rubric.

Interns are responsible for completing a self-evaluation rating scale of their performance on internship each semester. Rating scales will be provided via an email link and must be completed before the end of the university grading period. The university internship instructor will also provide an online link to the primary site supervisor. The intern will be responsible in facilitating the completion of the rating scale.

The intern is evaluated on their ability relative to knowledge and skills in each of the NASP Domains and six professional work characteristics/dispositions (i.e., demonstrates professional



responsibility, fosters collegiality, embraces diversity, demonstrates commitment to learning, maintains professional and personal integrity, and responds appropriately to supervision). These internships are graded on a Credit/No-Credit basis based on the ratings of the field-based clinical supervisor and the university Coordinator. Grades will reflect the semester rating scales, completion of required activities and documentation, internship supervisor evaluations, and final portfolio.

**The portfolio should include:**

1. **ED report** - a copy of a signed ED assessment report and documentation of participation in the ARD involving programmatic decisions. At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.3, 2.8, and 2.10, and contain an impact statement. As evidence of impact, the intern might explain how the report impacted the client, that is, how the intern's work translated into services for the client. **Impact statement should be included.**

2. **LD report** - a copy of a signed learning/cognitive diagnostic report and documentation of participation in the ARD involving programmatic decisions. At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.3, and 2.10. and specific impact statement(s).

3. **FBA and BIP** - a copy of (a) a functional behavior analysis and (b) a behavioral intervention plan or behavior IEP and update (progress report). At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.2, 2.4, 2.6, 2.7, and 2.10. No impact statements are needed for the FBA. **Impact statement(s) for the BIP should be included.**

4. **MDR report** - a copy of a MDR report and documentation of participation in the MDR ARD involving programmatic discipline and intervention decisions. At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.6, 2.7, and 2.10. No impact statements are needed for this section.

5. **Counseling and Crisis Intervention** – (a) a copy of a counseling record (or progress notes) and/or IEP with progress report (update), OR (b) crisis intervention report. At a minimum this section should give evidence of the intern's competency in NASP domains 2.4, 2.7, and 2.10. **Impact statements are needed for the counseling intervention** but are not necessary for the crisis intervention.

6. **Pre-referral Consultation/Student Assistance Team Involvement** – a report/minutes/form/description of the intern's involvement and collaboration in activities designed to offer student intervention prior to referral for testing. At minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.2, 2.3, 2.4, 2.6, and 2.8. No impact statements are needed for this section.

7. **Teacher/Parent Consultation reports** – a copy of (a) the teacher consultation report and (b) a description of a parent consultation (such as a meeting with the parent to provide information,

make recommendations, review progress, or develop interventions) are required. At minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.2, 2.3, 2.4, 2.6, 2.9, and 2.10. **Impact statements are needed for the teacher consultation but not the parent consultation.**

**8. In-Service and Research** – (a) an outline of the intern's in-service or copy of the PowerPoint/handout is required. At minimum this section should give evidence of the intern's competency in NASP domains 2.9 and 2.11. The intern may provide the participants with evaluation forms in order to include a summary of how the intern's presentation was evaluated by the participants.

**9. Diversity experience** – – a statement/description of diversity experience (5-6 pages double spaced). This section should give evidence of the intern's competency in NASP domain 2.8. This statement should demonstrate how students learn to address unique cultural factors when serving diverse populations (race/ethnicity, gender, SES, language, age, religion, sexual orientation, disability, or class status). Choose a topic about a unique population related to your internship experience. These statements should include literature reviews (minimum of 5 references) and following APA style. Structure of the statement should follow this general format: background information about the population, relevance to school psychology, current practices in school psychology, suggested practices, implications, summary, and references.

**10. Professional exam** – documentation of NASP exam score.

**11. Hours Log-** documentation of hours along with intern and site supervisor signatures

**12. Internship requirements-** documentation of internship requirements table

Interns will also be evaluated by their site supervisors at mid-year and year-end. These evaluations align with the NASP Standards School Psychology Graduate Preparation and Practice (NASP, 2010). When determining ratings for the intern, the site supervisors are asked to base expectations for someone with their level of experience. Thus, comparing the intern to other interns they have supervised or based on the level they would expect of an intern at this stage of training. Comment boxes are provided below each section to allow supervisor to provide more detail about the intern or their rating of the related skill. Ratings range from:

- Below expectations
- Slightly below expectations, needs improvement
- Meets expectations, satisfactory
- Slightly above expectations, strength
- Above expectations, outstanding
- Not observed

## PRAXIS Exam

The SP program requires that all students pass the PRAXIS II exam in School Psychology that is administered by the Educational Testing Service (ETS). The passing score for the exam is 147, which is consistent with the standards set by the National School Psychology Certification Board to become a Nationally Certified School Psychologist (NCSP) and the State of Texas to become a Licensed School Psychologist.

Students are encouraged to sign up to take the PRAXIS II exam during the summer before beginning internship. That way, if a second attempt is required to pass the exam, you have time to retake the exam before the expected graduation date in the Spring or Summer.

## Relevant Licensure

### **Licensed Specialist in School Psychology (LSSP)**

This is the credential required for practice in schools in the State of Texas, and is the credential the UT School Psychology programs will be preparing students for in the SSP program (new as of 2012). The Texas State Board of Examiners of Psychologists requires the completion of a training program in school psychology approved/accredited by the American Psychological Association (doctoral programs only) or the National Association of School Psychologists or a master's degree in psychology with specified course work; the passage of the [National School Psychology Examination](#) at the score of 147; and the passage of the Jurisprudence Examination at 90%.

*Important Note:* Students who complete their master's program in School Psychology at UT will have met the curriculum requirements, including the internship, for the LSSP in the State of Texas. Students who wish to engage in school-based practice in another state should check the licensure regulations for the state. Students who wish to obtain the LSSP prior to completion of the doctoral degree will need to meet the curriculum requirements listed above, including the 1200-hour internship, 600 hours of which must be school-based. The appropriate course registration for this internship is: School Psychology Specialist Internship (EDP 393E).

### Unlicensed Practice: The “Extender” Rule

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

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

- Students may provide psychological services under the supervision of a licensed psychologist, if those services constitute a part of his/her course of study.
- In pursuit of the LSSP, individuals must obtain 1200 hours of supervised practice, 600 of which must occur in a public school district.

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

coursework such as an advanced practicum in the area which you are working, and complete an adjunctive practicum form signed by your advisor and the site supervisor.

## **Student Evaluation, Policy & Procedures for Academic Review and Remediation**

### **Introduction**

The Policies and Procedures outlined in this section are designed to ensure students' abilities to become effective school psychology professionals. These are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Policies and Procedures is to help students have a successful experience.

Master's students in School Psychology are being trained to function both as scientists and practitioners. Hence, they are expected to perform satisfactorily in a number of domains that include, but are not limited to, traditional academic performance. What follows are several of the important skill sets that students will work to develop and on which they will be evaluated by program faculty and practicum supervisors. However, the following listing is not necessarily an exhaustive set of skills and behaviors important to success in the School Psychology program.

In addition to being expected to complete academic coursework successfully and in a timely manner, students are expected to demonstrate the capacity to work with independence, initiative, and flexibility under the supervision of practicum supervisors and research supervisors. That is, students should take responsibility for initiating projects and seeing them through to completion, and they should exercise good judgment in consulting with supervisors and seeking direction. In this regard, conscientious follow-through and timely completion of work are important. In both practicum and research contexts, the successful master's student takes appropriate responsibility for initiating and completing tasks and seeks supervision appropriately.

Students are also expected to demonstrate the ability to maintain good interpersonal relationships within each of the contexts in which they work (e.g., program, practicum sites, research team). Relevant behaviors are cooperative problem-solving, effective communication, and the ability to effectively manage negative emotions and stress.

Students are expected to engage in reflective and open self-examination. In professional and research contexts, students are likely to find that they are challenged in unexpected ways that require the development of new skills to manage difficult emotions. This process is often uncomfortable. It is important for students to be willing and able to engage in open self-reflection so that they may flexibly adjust to new challenges.

Students are expected to behave ethically and to exhibit an attitude of goodwill and cooperation as members of the School Psychology program community. In particular, students must be aware of and behave in accordance with the ethical standards of the American Psychological Association and the National Association of School Psychologists.

Since becoming a school psychologist is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during students' educational careers.

Professional judgment is the capacity to assess a situation by applying the values and knowledge of the School Psychology program, combined with a professional's own experience and practice wisdom. Professional judgment also represents the application of knowledge, values, and skills to making decisions in a helping process.

All the School Psychology program students will be provided with and expected to read the School Psychology Handbook, the Educational Psychology Department Student Handbook, the [APA Ethics Code](#), and the [NASP Principles for Professional Ethics](#). Students will be provided with and sign an attestation to this effect.

### Graduate Professional Training

The Master's in School Psychology is a professional training degree and is different from other types of graduate degrees. Obtaining the master's is not merely a matter of accumulating a minimum number of semester hours. Students are expected to perform competently in academic courses, research, and practicum activities. To be competitive for internships and many post-graduate positions, students often complete more than the recommended number of practica, seek assessment or school jobs in the community, participate in conference presentations, and/or author or co-author articles for publication. Students are expected to demonstrate citizenship through participation in the program community, including attendance at research colloquia, retreats, and program social events, which are integral to professional training and socialization. Students are also expected to demonstrate emotional maturity and interpersonal effectiveness in their interactions with faculty, students, practicum supervisors, and clients. This includes the ability to effectively manage life stresses and to consult appropriately with practicum supervisors and faculty, and to maintain effective communication in relationships with faculty, students, clients, and practicum supervisors.

### Accommodations for Disabilities

For information concerning the University's nondiscrimination policy in regard to disability and other protected categories, see [here](#). For information on obtaining appropriate accommodations for disabilities, please see the Services for Students with Disabilities for the University [here](#).

## Student Evaluation

### Evaluation by the Program

Students are evaluated in the Master's School Psychology program by 1) core faculty, 2) practicum supervisors, 3) instructors during the course of the semester, and 4) research mentors. Near the end of the Spring semester, faculty conduct a formal annual evaluation of the student taking into account feedback from these sources of information. Faculty only rate students on competency items for which they have data that year. Students are rated on each of the Profession Wide Competencies. Students are also required to evaluate themselves on these competencies and report on their annual academic achievements and evaluation of their practicum sites. Following this evaluation, advisers will schedule a meeting with each student to provide verbal and written feedback and discuss the student's self-evaluation and future goals.

[More information + evaluation system link >](#)

### Minimum Levels of Achievement:

Students are expected to meet the following minimum levels of achievement:

**Performance in Classes;** Students are expected to achieve grades of at least a B- in graded courses, or credit in courses that are graded on a credit/no credit basis.

**Faculty Evaluation Ratings:** In their annual evaluation, students are expected to achieve an average, across faculty ratings, of at least 2.5 for each of the Profession-Wide Competencies (APA: Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interdisciplinary Practice). An average of 2.5 allows for students to continue to have some areas of growth.

**Readiness for Internship:** Students will only be considered ready to apply to internship when they are achieving an average faculty rating of 3 across all Profession-Wide Competencies.

### Review of Academic Performance

At a minimum, students are formally evaluated annually by the program faculty and clinical supervisors and provided with written feedback. Faculty continually review students' performance in their coursework, clinical work, and research. If students are not meeting minimum levels of achievement and/or faculty have significant concerns about progress, a student may have a formal review and remediation. Three levels of review can occur at the School Psychology program in reviewing a student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional

purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

Student behaviors falling under the [University of Texas at Austin student conduct policies](#) will be handled by the Office of the Dean of Students according to UT disciplinary policies. Examples include harassment, criminal behavior, scholastic dishonesty, threatening or violent behavior. Students are responsible for reviewing these policies. Following action by the Office of the Dean of Students, the doctoral program may take additional action and remediation according to the procedures outlined below.

## Academic Review, Probation, and Dismissal

Some academic performance may result in a review, letter of instruction, academic probation, and/or possible dismissal. Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements according to minimum levels of achievement;
- Behavior judged to be in violation of the current codes of ethics;
- Consistent pattern of unprofessional behavior.

### Three Levels of Review

The program is committed to providing feedback, guidance, and corrective action as is necessary for students. Therefore, at times a review process is implemented outside of, or as a component of, the annual review of students.

When a faculty member has concerns about a student enrolled in the School Psychology program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, the concerned faculty member will discuss those concerns directly with the student and seek to work with the student to resolve the difficulties. Students should expect that student concerns and progress will be discussed with the core faculty.

#### Level 1

A Level 1 review will be initiated any time any faculty member has a concern about a student meeting any program expectations that is not resolved informally, or when a student fails to meet minimum levels of achievement.

A Level 1 review will result in a Letter of Instruction (LOI) from the program Area Chair and faculty. The LOI is a formal notice of concerns raised by faculty, designed to serve an educative function for students about program policies and expectations for achievement and includes steps for remediation and a timeline for review of progress. Students are expected to provide a written response to the LOI within 7 days of receipt of the LOI indicating their understanding of the concerns outlined and steps for remediation. Both documents will be retained in the student's program file. The default deadline for completion of remediation steps should be one week before the final faculty meeting of the semester in which the remediation is expected to be

completed, or as specified in the LOI. A follow up documentation of whether the student has successfully met remediation steps or requires further intervention will be provided for the student and retained in the student's file.

## Level 2

A Level 2 review by the faculty will be initiated when the student fails to make expected progress from the Level 1 review. A Level 2 review will result in a student being placed on academic probation by the faculty. When a student is placed on academic probation, he or she will receive written notification about the reasons for being placed on probation, the length of the probation, and the criteria for lifting probation. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; referring the student to School and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying. Specific conditions must be met in order for the student to remain in the program.

The Graduate Adviser and Department Chair may be informed or consulted during a Level 2 review. Remediation must be completed two weeks before the final SP faculty and GSC meetings of the semester in which remediation is to be completed to allow for review. Students will receive verbal and written feedback about their progress, or lack of progress, towards remediation.

## Level 3

A Level 3 review by the faculty will be initiated when the student fails to meet the terms of probation and is the last step in the review process. Probation remediation data must come in at least 2 weeks before the final GSC meeting of the semester in which remediation is to be completed. Students who, in the view of faculty, have not satisfactorily met the conditions of their probation, may be advised to withdraw from the program, advised to seek a terminal master's degree, or a recommendation may be made to the GSC that the student be terminated from the program. The GSC, based on failure to advance to candidacy, may also make a recommendation for termination.

In any Level 3 review, there must be clear, concise documentation of the continuing problem areas, a summary of the steps taken in Levels 1 and 2, and verification that these concerns have been discussed with the student. A formal meeting will take place with the student to communicate the program and/or department's decision. This meeting may include the student's faculty advisor, Area Chair, Department Chair, or Graduate Advisor. This meeting will be followed with a written notification within ten business days.

### Exceptions to Levels of Review:

Major ethical violations, such as client/site abandonment, boundary violations with clients, or anything that is considered harmful to another individual, may be considered egregious enough to be subject to UT disciplinary procedures mentioned above within the Dean of Students' office,



or accelerated through the first two levels of review and sent directly to the GSC for a vote on termination.

## Student Protections and Grievance Procedures

As emerging professionals, students are encouraged and expected to bring concerns encountered during the course of training to the appropriate parties. The School Psychology faculty is committed to providing a safe and supportive environment for student growth, while also recognizing faculty responsibility to monitor student development and address concerns that arise. Students are encouraged to resolve difficulties among themselves in a professional manner. Students may seek out the support and consultation of other students when concerns arise with individuals who have authority over them (faculty, supervisors, etc.) but are encouraged to bring concerns directly to those individuals as soon as possible for resolution. We encourage students to first try to resolve concerns directly by:

1. Speak to the student or faculty member with whom you have the complaint;
2. Speak with your faculty mentor/advisor and/or the Area Chair;
3. Speak with the Department Graduate Advisor.

Students should refer to the [Educational Psychology student handbook](#) for information on graduate student protections and addressing grievances.

## Student Services and Supportive Learning Environment

A comprehensive list and links to student support services through EDP and UT are listed in the department handbook.

In addition to your research mentor/advisor, the Area Chair, the Director of Clinical Training, and school psychology faculty, several avenues of support assist students in progressing through program. These include Orientation meetings, colloquium, and student representatives. In addition, participation in the broader community of this field can be developed through membership with professional organizations such as the American Psychological Association (APA), relevant divisions of APA including Division 16, 53, and 54, the American Psychological Association of Graduate Students (APAGS), and/or National Association of School Psychologists. We strongly encourage students to join and become active in these professional organizations.

The program strives to create a cohesive and caring community with faculty serving as positive role models. Students are encouraged to seek mentoring from faculty and build connections with peers and supervisors.

## Records Retention

The program documents and maintains records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes.

The Department of Educational Psychology maintains student files for all EDP students including acceptance letters, fellowship letters (when applicable), copies of required student forms documenting committee membership and program of study.

Each student also has a SP program file that includes practicum agreements and evaluations, faculty evaluations, internship letters, and any due process or remediation documents. Currently these forms are either in paper form or stored on UT Box, a confidential and secure cloud storage service.

Students may request to examine their own files by making a request to the Area Chair or Department Chair. The only material that will be withheld is that which the student has clearly waived his or her right to examine (e.g., confidential reference letters). Student records are maintained by the program indefinitely post-degree completion, to assist in degree verification and documentation related to licensure and credentialing.

Students are strongly encouraged, however, to keep copies of their own documents to ensure verification of degree for future licensure and credentialing.

### Financial Support

The School Psychology program offers occasional resources to provide some level of financial supports for many students admitted for full-time study in the MA/SSP program; however financial support is not guaranteed. Support is provided through student employment at federal grants obtained by faculty, University and Departmental graduate assistantships, and Departmental tuition scholarships. Full-time positions involve 20 hours per week, and are associated with a monthly stipend and tuition support. Part-time positions are also available at times; these can include stipends only or stipends coupled with tuition support. Historically, students who enter the program have been maintained on some form of support. Students entering the program must anticipate that they will be expected to bear the cost of their education for a significant portion of their graduate program, especially during the two years of coursework. MA/SSP students are provided financial support during their internship year at their district/school (e.g., in the central Texas area) this support is typically equivalent a range of \$20,000 to first year salary (\$45,000 to \$61,000) as an LSSP in a school/district.

## Appendix A: Sample MA/SSP Degree Plan, 2021-2022

**Preparatory Work:** SP recommends students take EDP 380C.2 Fundamental Statistics (the prerequisite for all Methods courses) in the summer prior to their first semester. This sample degree plan assumes students completed Fundamental Statistics prior to their first semester.

### Year 1, Fall (14 hours)

Course
EDP 480C.6 Statistical Analysis of Experimental Data
EDP 385C.8 Law, Ethics & History of School Psychology
EDP 483C.4 Individual Testing
EDP 383C.30 Developmental Psychopathology

### Year 1, Spring (12 hours)

EDP 383C.6 Academic Assessment & Intervention
EDP 382F.3 Life Span Development
EDP 384C.21 Fundamentals of Cognitive/Behavior Intervention in Youth/Ad
EDP 381C.2 Research Design & Methods for Psychology & Education (or approved alternative such as SED 396R Single Subject Research Design)

### Year 1, Summer (6 hours)

EDP 383D Practicum Level 1
EDP 384C.18 Multicultural Counseling

### Year 2, Fall (9 hours)

EDP 383C.8 Social/Emotional Assessment of Children & Adolescents
EDP 382D.4 Psychology of Learning
EDP 383E Practicum Level 2

### Year 2, Spring (12 hours)

EDP 385C.14 School Consultation Theory and Practice
EDP 384C.12 Family and Couples Interventions
EDP 382E Biological Basis of Behavior or equivalent
EDP 383F Practicum Level 3

### Year 3 (6 hours)

EDP 393N Internship in School Psychology (Fall and Spring)
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