Baylor University

School Psychology Ph.D. Program
Student Handbook
2023-2024

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Acronyms

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

APA: American Psychological Association

BU: Baylor University

EDP: Educational Psychology

LSSP: Licensed Specialist in School Psychology

NASP: National Association of School Psychologists

PhD: Doctor of Philosophy

SOE: School of Education

SP: School Psychology

SPP: School Psychology Program

TSBEP: Texas State Board of Examiners of Psychologists

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INTRODUCTION

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

First, graduate studies emphasize developing competencies through acquiring specialized knowledge and mastering skills needed for entry-level professional work as a scientist-practitioner. Academic courses and applied experiences are designed with the expectation of, and containing supports for, rapid mastery of content and skills. Thus, more individual study time is required in graduate school to prepare adequately for course assignments, research development, and practicum involvement.

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

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

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

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

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

This handbook summarizes the requirements the student must currently meet before qualifying for a recommendation to the Graduate School for Ph.D. conferral, and it provides information students will need to navigate these requirements. Keep in mind that this handbook is intended to be used in conjunction with regular advising from and consultation with Program faculty. The SP Ph.D. faculty reserves the right to make alterations without notice to this document in response to accreditation policies or requirements, certification/licensing requirements, university policy, or changes in training resources or capabilities. In the event of curriculum or policy revisions that occur after enrollment, students typically have the option of following the requirements in effect during their first semester of enrollment or following the new procedures or requirements. Nonetheless, some changes may alter program requirements for both new students as well students currently enrolled. Please also familiarize yourself with Baylor University's Graduate Catalog. you are ever unsure of what policy to follow, please ask your faculty advisor. The SP Ph.D .faculty look forward to working with you.

UNIVERSITY STRUCTURE

Baylor University

Charted by the Republic of Texas in 1845, Baylor University (BU) is the oldest university in continuous operation in the state. The main campus adjoins the Brazos River near downtown Waco, a metropolitan area of approximately 200,000 people. Enrollment at the University is currently more than 20,000 students with 142 undergraduate degree programs, 75 master's programs, 42 doctoral programs, and 1 education specialist program. BU enrollment typically includes students from all 50 states and approximately 85 foreign countries. Further, Baylor University has been accredited by the *Southern Association of Colleges and Schools Commission on Colleges* (SACSCOC) since 1914 and was most recently reaffirmed by the SACSCOC Board of Trustees in December 2018.

BU enjoys high standing among many national rating services that evaluate quality of education, research activity, and affordability. Currently, 100% of SP Ph.D. students receive full tuition remission for courses in their program of study and many receive a stipend as part of a graduate assistantship. Students who receive graduate assistantships are eligible to apply for an 80% student health insurance subsidy. Finally, Baylor provides the opportunity for students who present at state and national conferences to apply for travel scholarships.

Graduate students are a key part of BU's scholarly and research community. As of 2023-2024, university faculty, graduate students, and undergraduate students are producing nearly 800 professional presentations and over 600 research articles per year. Their work is supported by a wide range of programs and opportunities within their departments and across campus. Further support for scholarly activity can be found through BU's Graduate Research Center, which offers a

place within our central libraries that is specifically designed for graduate students, and the Graduate Writing Center and Dissertation Writing Lab assists with the variety of writing tasks students undertake. In addition, the Graduate School provides a select number of summer dissertation fellowships for students in the final stages of their doctoral degree.

School of Education

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

The SOE consists of three departments:

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

Department of Educational Psychology

The Educational Psychology (EDP) department is housed within the SOE and located on the third floor of the Marrs McLean Science Building (MMSCI). EDP offers a mixture of undergraduate and graduate programs. The graduate programs include the Doctor of Philosophy (PhD) and EdS (Educational Specialist) in School Psychology, the Ph.D. in Educational Psychology, the Master of Science (MSEd) and Master of Arts (MA) in Educational Psychology. At the undergraduate level, EDP offers certification programs in special education and gifted/talented education, as well as minors in educational psychology. The physical space of the EDP consists of 14 faculty offices including a department chair suite, a space for the office manager, two conference rooms, a small classroom, approximately 1600 square feet of space for graduate student cubicles and two small private offices for private meetings, a lounge with a refrigerator, a supply closet, and a space with a copier, fax machine, two printers, and faculty/graduate student mailboxes.

The EDP is also home to several centers and clinics that provide a rich opportunity for students to complete research projects and experience supervised clinical opportunities. The Baylor Center for Developmental Disabilities (BCDD) is located off campus and in the heart of the city of Waco. The BCDD houses three clinics: Clinic (BARC); the Clinic for Assessment, Research, and Education (CARE); and the Spring Literacy Clinic. School Psychology PhD students are active in the BARC either through research or clinical experiences. One of the advanced practicum rotations is through the BARC. See the weblink for more information on the BCDD (https://www.baylor.edu/bcdd/).

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

Dr. Sara Tomek serves as the EDP *Interim Department Chair,* and her office is in MMSCI room 314. She is responsible to the Dean of the SOE for the general operation of the department including the oversight of personnel issues, course scheduling, instructional programs (including instruction, research, and service), budget, equipment, and facilities in the department. Heather Tindle is the EDP *Office Manager* and her office is in MMSCI room 313. She can help with a myriad of issues including departmental paperwork, room reservations, and course registration. Dr. Nicholas Benson serves as the *Graduate Program Director* for the School Psychology PhD program. He works with the EDP chair and graduate school to extend student financial offers and assistantships.

Program Faculty

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

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

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

Sarah Mire (Ph.D., University of Houston, 2012) has interests in studying and supporting persons in systems surrounding children and adolescents with autism spectrum disorder. She developed and is the director of the *sparc (School Psychology Autism Research Collaboration) team. Dr. Mire is a Nationally Certified School Psychologist (NCSP), is licensed by Texas as a specialist in School Psychology, and a Licensed Psychologist. She completed an APA-accredited pre-doctoral clinical internship and a subsequent post-doctoral fellowship in Orange County, California.

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

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

Kristen Padilla (Director, Baylor Center for Developmental Disabilities [BCDD]) (Ph.D., Baylor University, 2020; Ed.S., Baylor University, 2010). As Director of the BCDD, Dr. Padilla supervises graduate students specializing in school psychology and applied behavior analysis that provide intervention and assessment services. She also serves as the parent and community liaison, coordinates programming efforts, and works with local agencies to provide training in working with children with autism spectrum disorder and behavioral difficulties. She teaches graduate courses in ethics for behavior analysis, practicum in school psychology and applied behavior analysis, and teaching children with autism and developmental disabilities.

PROGRAM DESCRIPTION

School Psychology is a general practice of Health Service Psychology and a specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families, learners of all ages, and the schooling process. The basic education and training of doctoral-level school psychologists prepares them to work across many settings, providing a range of evidence-based psychological assessment, intervention, prevention, health promotion, and program development and evaluation services. Doctoral-level school psychologists are also trained to conceptualize, conduct, and disseminate research. School psychologists have a special focus on the developmental processes of children and youth within the context of schools, families, and other systems. BU's Ph.D. program is aligned with standards from the American Psychological Association (APA) and is currently accredited on contingency.

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

Statement of Program Philosophy

The mission of the SP Ph.D. program is to prepare health-service providers who apply scientific exploration and data-based decision making in schools and other settings that support the academic development and/or psychological well-being of children and youth. The program also emphasizes preparation of graduates for academic and scholarly careers,

leadership roles in schools, clinics, and other community settings. The program features an integrated and coordinated sequence of coursework, applied clinical experiences, research experiences, and interactions with faculty and peers. The program uses the *scientist-practitioner* model of graduate education (Jones & Mehr, 2007; Lambert, 1993), and faculty strive to demonstrate that scholarship and applied practice are inextricably linked. The program's emphasis on evidence-based practices and professional preparation integrates the development of skills necessary to provide psychological services with the development of skills needed to understand and conduct research related to answering psychological and educational problems.

Program Objectives

Professional preparation provided by the SP Ph.D. is founded on the ethical codes and professional standards of the American Psychological Association (APA; American Psychological Association, 2010), and the National Association of School Psychologists (National Association of School Psychologists, 2010), as well as the Texas State Board of Examiners of Psychologists (TSBEP; Texas State Board of Examiners of Psychologists, 2014), rules of practice. In Texas, doctoral-level licensed psychologists (LPs) and doctoral- and specialist- or master's-level school psychologists (LSSPs) are licensed by TSBEP, which is part of the Texas Behavioral Health Executive Council (BHEC). Consequently, many BU SP courses cover various aspects of ethical behavior and decision making related to these organizations. A link to the PDF version of the APA's ethics codes is found in Appendix F, and the TSBEP's rules of practice can be found on the website of the BHEC, on the Consolidated Rulebooks page (see "Consolidated Rulebook for Psychology") at this link: https://www.bhec.texas.gov/statues-and-rules/index.html. Please note that this is regularly updated by BHEC, so be sure to review the most updated rulebook. Students are highly encouraged to read through both documents and have copies readily available.

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

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

The SP Ph.D. program is committed to a training process that ensures that graduate students develop the knowledge, skills, and aptitudes to work successfully with members of the public who represent intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values generate tensions that negatively influence the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training method that is designed to support the attainment of

professional competence. The SP Ph.D. program supports graduate students in finding a belief- or value-congruent path that allows them to serve in a professionally competent manner with all clients.

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

Program objectives are intended to promote the development of specific competencies that support the program's mission and goals. The objectives align with the APA's 11 domains of outcome competency.

<u>Domains of Outcome Competency</u>

1. Research

2. Ethical and Legal Standards

3. Individual and Cultural Diversity

4. Professional Values, Attitudes, and Behaviors

5. Communication and Interpersonal Skills

6. Assessment

7. Evidence-Based Prevention and Intervention

8. Supervision and Teaching

9. Consultation and Interprofessional/Interdisciplinary Skills

10. Discipline-Specific Knowledge

11. Systems and Universal/School-Wide Practices

COURSE OF STUDY

The Ph.D. degree is a research degree, designed for individuals wishing for a full-time career in basic or applied research. As a scientist-practitioner program, Ph.D. students are also trained for applied work as licensed school psychologists and licensed psychologists. All students in the SP Ph.D. program develop advanced skills in research, including quantitative data analysis and psychological measurement. Students may wish to develop other specialized expertise in areas that draw on the strengths of the school psychology faculty and other faculty members in the EDP department or SOE. Students can do this through collaborating with faculty on research and clinical practice. Graduates of the SP Ph.D. program are especially well-prepared for careers in research, teaching, and psychological service delivery in

universities, school districts, state departments of education, and similar agencies. Although the Ph.D. degree is designed for students with career goals other than full-time applied psychological practice, training in SP is designed to comply with the standards of APA, NASP, and the TSBEP.

Requirements for the Ph.D. Degree

There are multiple requirements to complete the Ph.D. degree program in SP, including successful completion of courses, formal examinations, a program portfolio, a dissertation, and a pre-doctoral internship.

Required Courses and Typical Course Sequence

The Baylor SP Ph.D. program consists of a minimum of 101 credit hours typically completed over five years as a full-time student. The program of study is structured in a cohort model where students enter the program in the fall semester and continue each semester (fall, spring, summer) culminating in a 12-month pre-doctoral internship typically completed in their fifth year. Note that students entering the program are required to have successfully completed both a basic statistics and research course as a pre-requisite for EDP 6360 (Experimental Design I). For students who have not completed either/both, it is recommended they complete EDP 5334 (Statistical Methods) and EDP 5335 (Research in Education) during the summer prior to their first semester.

Below is a typical course sequence. Note that some courses are offered biannually. For example, you may take EDP 6350 or EDP 6322 depending on which is offered that year. Please consult with your faculty mentor to establish and routinely review your specific course progression.

First Year (36 hours)

Fall Semester   15 Hours
EDP 5328 Psychological Assessment of Children and Adolescents I: Cognitive
EDP 5340 Measurement and Evaluation
EDP 5341 Professional Practice, Law, and Ethics for School Psychologists
EDP 5366 Psychology of Exceptional Children
EDP 6360 Experimental Design I

Spring Semester   15 Hours
EDP 5337 Psychological Assessment of Children and Adolescents II: Psychoeducational
EDP 5360 Psychological Interventions with Children and Adolescents II: Counseling
EDP 5367 Developmental Psychopathology
EDP 6362 Applied Multiple Regression/Correlational Analysis in Education
EDP 6350 History and Systems of Psychology and Educational Applications
OR
EDP 6332 Advanced Study of Human Growth and Development

<u>Summer Semester</u>   6 Hours
EDP 5393 Cultural Issues with Children and Families[a]
EDP 5356 Psychological Interventions with Children and Adolescents I: Behavior
Qualifying Exam

Second Year (36 hours)

<u>Fall Semester</u>   15 Hours
EDP 5362 Psychological Interventions with Children and Adolescents III: Academic
EDP 5394 Psychological Assessment of Children and Adolescents III: Social Emotional
EDP 6340 Teaching in Higher Education
EDP 5V78 Practicum in School Psychology (3 hours)
EDP 6365 Latent Variable Models in Education
OR
EDP 6366 Item Response Theory

<u>Spring Semester</u>   15 Hours
EDP 5327 Educational Evaluation
EDP 5370 Consultation, Collaboration, and Family-School Partnerships
EDP 5V78 Practicum in School Psychology (3 hours)
EDP 5364 Psychological Interventions with Children and Adolescents IV: CBT
EDP 6332 Advanced Study of Human Growth and Development
OR
EDP 6350 History and Systems of Psychology and Educational Applications

<u>Summer Semester</u>   6 Hours
PSYC 5339 Social Psychology
EDP 6V78 Practicum in School Psychology (3 hours)
School Psychology Praxis (#5402) Exam

Third Year (21 hours)
<u>Fall Semester</u>   9 Hours
PSY 5323 Biological Foundations of Behavior
EDP 6V78 Advanced Practicum in School Psychology (3 hours)
EDP 6365 Latent Variable Models in Education
OR
EDP 6366 Item Response Theory

<u>Spring Semester</u>   9 Hours
EDP 5333 Psychology of Learning, Cognition, and Affect
EDP 5364 Psychological Interventions with Children and Adolescents IV: CBT
EDP 6V78 Advanced Practicum in School Psychology (3 hours)

Summer Semester   3 Hours
EDP 6356: Doctoral Seminar in School Psychology
Preliminary Examination
Start APPIC Match/Internship Application Process

Fourth Year (8 to 10 hours)
Fall Semester   4-6 Hours
EDP 6V78 Advanced Practicum in School Psychology (3 hours)
EDP 6V99 Dissertation [b]
Dissertation Proposal
Submit APPIC Match materials

Spring Semester   2-4 Hours
EDP 6V99 Dissertation
Dissertation Defense (Oral Examination)

Fifth Year (7 hours)
Fall Semester   3 Hours
EDP 6V82 Doctoral Internship in School Psychology [c]

Spring Semester   3 Hours
EDP 6V82 Doctoral Internship in School Psychology

Summer Semester   1 Hour
EDP 6V82 Doctoral Internship in School Psychology
Submit Internship Portfolio
Graduation!

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

[a.] May be taken as part of the study abroad in Costa Rica program.

[b.] Students are required to enroll for a minimum of five dissertation credits.

[c.] Any students who choose to complete a 10-month internship are strongly encouraged to check licensure eligibility requirements in any state that they plan to work in as well as requirements for postdoctoral positions.

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

> 1. During the first stage, students develop knowledge of basic content areas in scientific psychology, clinical skills, and foundational research skills. Students begin to develop a professional identity but need close supervision and frequent feedback. The culmination of the first step is passing the preliminary examination process. This stage typically takes three years.

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

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

Transfer Credit and Course Substitution

Students who have completed prior graduate-level work might be able to request transfer graduate credit from other institutions towards the Ph.D. degree. Regardless of a student's prior graduate training, however, most credit hours must be completed at Baylor University. Hours requested for transfer must have been completed within the previous five years of being admitted into the doctoral program and must be approved as an appropriate substitute for a required course in your program of study. Credits from accredited programs are more likely to be viewed as appropriate substitutes relative to credits transferred from non-accredited programs. See the section below if you are requesting transfer credits.

Process for Transfer Credit and Course Substitution

- Schedule a meeting with your advisor as soon as possible. This might be during the summer prior to beginning your first semester but should occur by the end of your first year at the very latest.
- Compare the Baylor course title and catalog description with your course substitute and catalog description. Provide a brief rationale for the request and attach the syllabus from the semester you completed the course. You must also submit a transcript from the university where you received the requested credit, documenting a grade of A or B. Lower grades are not eligible for course substitution or credit.
- Your advisor will review the information and discuss options.
- If your advisor agrees that a course looks viable, you will complete the Permission to Transfer a Course form (Appendix A) for *each course* that you are requesting. You will then contact the Baylor course instructor who teaches the Baylor course for which you are requesting transfer credit. In the body of the email, present your rationale for the substitution requested and attach the Permission to Transfer form, along with a syllabus from the course you've already taken and a transcript documenting the grade

you received in the course. Do not send a faculty member information that does not pertain to their course.
- The instructor of record will review and decide whether the course requested is an acceptable substitution– they will recommend to the program faculty to either accept or reject your request and provide a brief explanation. Regardless of the instructor's recommendation, you should send the information to the SP PhD Program Director and copy your advisor.

Ultimately, the SP Ph.D. Program Director, Dr. Benson, must approve the request before it can be sent to the Graduate School for official approval. If accepted, you will work with your advisor to submit the Graduate School Transfer petition (https://www.baylor.edu/graduate/doc.php/334446.pdf.).

Courses that are approved will replace Baylor courses if the course hours are equal. For example, a three-hour course from a previous program will replace a three-hour Baylor course. The approved transfer courses will count toward your total number of hours (n=101) required to graduate.

Formal Examinations

Students are required to complete formal examinations outside of coursework. Please see Appendix B for details regarding pre-candidacy examinations. Advancement to candidacy for a doctoral degree requires passing pre-candidacy examinations and completing all required coursework (excepting advanced practicum, dissertation, and internship). Once you have met these requirements ask your advisor to initiate a formal application for admission to candidacy. This application is completed online and will be sent to the Graduate School for approval.

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

Students must propose their dissertation before applying for pre-doctoral internship. For most students, this corresponds with the fall of their fourth year. The program is designed to have students complete their dissertation by the end of their fourth year to focus on their internship during the fifth year. Please see Appendix C for important details regarding the dissertation process. Appendix D contains forms that students are required to complete during the dissertation process. Dissertation format examples are presented in Appendix E. Students should also thoroughly familiarize themselves with the university dissertation requirements.

Pre-Doctoral Internship

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

Students must advance to candidacy for the doctoral degree prior to internship. Additionally, students must have a dissertation proposal approved before applying for an internship. This means that students may *not* submit any APPIC match applications prior to successfully proposing their dissertation. The program strongly encourages all students to participate in the APPIC match process. If a student is unable to participate, or in the event that they do not match, they should consult our Internship Handbook. Expectations for internships completed at unaccredited sites are detailed in this handbook. When considering internships at an unaccredited site, students are strongly encouraged to consult the doctoral internship guidelines developed by the Council of Directors of School Psychology Programs. Additionally, students should check licensure eligibility requirements in any state that they plan to work in as well as requirements for postdoctoral positions. Note that unaccredited internship sites must sign agreement forms, which are presented in the internship handbook, that specify expectations and requirements for the internship.

ACADEMIC POLICIES AND PROCEDURES

Admissions[1]

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

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

- Applicants' professional goals and research interests
- Relevant work, clinical experience, research experience

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

- GRE scores
- Letters of recommendation
- Previous course work and grades

Applicants whose native language is other than English must submit evidence of meeting the university's minimum requirements on an accepted English proficiency examination. See https://www.baylor.edu/graduate/index.php?id=959283 for current requirements. Applicants must submit GRE scores. The SP Ph.D. program does not have minimum GRE cutoffs, but a minimum overall undergraduate GPA of 3.0 is required. Students with low (i.e., below the 50th percentile) GRE scores and overall GPAs lower than 3.4 must show outstanding performance in other areas to be competitive for admission. Characteristics of recently admitted students are available on the SP Ph.D. website (https://www.baylor.edu/soe/schoolpsychology/index.php?id=973471).

Admissions into the SP Ph.D. program is competitive, as more qualified individuals apply than can be admitted. Once the application deadline has closed, the BU school psychology faculty review applications to identify those whose interests appear to be a good match for the program. Highly ranked applicants are then invited for an interview, which are typically conducted by Zoom. Based on the student qualifications, student interviews, perceived applicant program match, and available openings, applicants are either accepted, rejected, or put on a wait list. Being placed on the wait list indicates that the faculty determined the applicant is a strong candidate for the SP Ph.D., but there are not enough openings to admit the individual at that time. If openings later become available, individuals on the wait list are then accepted as space permits.

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

Tuition, Fees, and Financial Support

Tuition and Fees

Student Financial Services provides current information regarding tuition for graduate students. All students admitted to the SP Ph.D. program receive 100% tuition remission for the duration of their doctoral study.

Financial Aid

Tuition remission, described above, pays for courses. Many SP Ph.D. students are also offered financial support through a *research assistantship* (RA), depending on availability. Faculty work diligently with students, the university, and the department to secure as many RA positions

as possible each year. Students earn *stipend*s from their RA, which are payments made at regular intervals to assist students with living expenses. The two types of financial support can be offered together or separately. A student who does not receive a RA will still receive tuition remission but no stipend. Students with financial needs that exceed what can be covered by their stipend are encouraged to contact Student Financial Services to inquire about loans or other forms of financial aid. Baylor also offers graduate awards and funding opportunities for some students that can be found here: https://www.baylor.edu/graduate/index.php?id=958622.

Students receiving a Baylor RA need to check with the person supervising their assistantship about the beginning and end dates. *Unless otherwise noted, students are expected to work at their RA for the duration of the semester, typically beginning the week before the first day of class until the week after the last day (i.e., commencement) of a semester.* All Baylor GAs receiving a stipend must complete an I-9 and a W-4 form. Graduate Student employment forms may be obtained from the Graduate School's website.

Extramural Funding Sources

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

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

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

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

Faculty Advisor

Students are appointed a faculty advisor when they matriculate. The faculty advisor should be viewed as the student's guide and mentor throughout the program. This person provides guidance and advice regarding navigating the program requirements and graduate school in general, checks on progress, conducts the qualifying and preliminary examinations, and

typically supervises the preparation of the dissertation and chairs the dissertation committee. Students may elect to change faculty advisors if another faculty member is a better fit as dissertation chair given the student's research interests, or if the current faculty advisor is unable to complete this role. This change would need to be arranged and agreed upon by the student, current faculty advisor, and the replacement faculty advisor. It is important for students to identify their dissertation chair by the beginning of their third year in the program, preferably much sooner because students typically work closely with their faculty advisor to develop a dissertation research idea and methodology.

Students with Disabilities

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

Privacy of Student Information

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

Letters of Reference/Recommendation

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

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

- Give faculty a minimum of 3-4 weeks of notice before the letter is due.

- Provide a list of all the places and individual names to send the letters along with the letter due dates.

- Give faculty an updated CV and highlight any areas you wish to be emphasized in the letter (e.g., your work in assessment, your scholarly contributions).

Satisfactory Progress and Continuance

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

Residency

Students in the SP Ph.D. program are expected to take courses as full-time students and on a continuous basis. This requirement is due to the importance of being a part of the university culture, to have opportunities to interact with faculty, and to develop an affiliation with your colleagues as it pertains to academic and social activities that surround the life of the campus. There are extremely rare situations where students admitted into the SP Ph.D. program are not able to take courses on a full-time and continuous basis. In such situations, students need to work with their advisors to create a plan for completing required courses and field work.

Satisfactory Academic Progress

The requirements for satisfactory academic progress are:

1. Full-time enrollment. Graduate students must be enrolled for a minimum of nine credit hours during the Fall and Spring semesters to be considered full time. Students may enroll for less than nine credits if they are enrolled in EDP 6V99 Dissertation or EDP 6V82 Doctoral Internship in School Psychology.

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

3. Earn a *B* grade or higher in every course that provides letter grades.

4. EDP 5V78, EDP 6V78, EDP 5182, and EDP 6V82 (the practicum and internship courses) are graded on a Credit/Non-Credit basis. Students must earn a Credit grade in these courses.

5. Students receiving an *incomplete* in a course should attempt to complete the work as soon as possible. They must complete the course by the end of the following semester, or it will default to a grade determined by the instructor, which could be a failing grade. Students should not acquire more than two incomplete grades over the course of two semesters.

   - Students cannot participate in practicum if they have an outstanding incomplete grade in EDP 5328, EDP 5337, EDP 5341, EDP 5356, EDP 5360, or EDP 5362.

   - Students cannot begin internship with an outstanding incomplete grade in any course.

6. Pass a qualifying examination in the summer of their first year of graduate studies.

7. Pass the Preliminary Examination following the third year of graduate studies. Students must pass the qualifying examination to advance to candidacy.

8. Students must complete all internship requirements.

Satisfactory Social and Professional Progress

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

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

2. Students are required to behave in a manner consistent with ethical and professional standards. Most ethical violations can be corrected following consultation with faculty. However, if behavior does not improve following consultation, or if a violation is extreme, corrective actions will be implemented following the process for unsatisfactory progress described in Section 4.6. Expectations include, but are not limited to, the following:

a. Acting in a manner consistent with ethical guidelines (American Psychological Association, 2010; National Association of School Psychologists, 2010) and rules of practice (Texas State Board of Examiners of Psychologists).

b. Performing assigned duties to the best of student's ability, in courses, field work, and assistantships.

c. Immediately bringing to an instructor's or supervisor's attention any problems or concerns you may have pertaining to your own work.

3. Because students have direct contact with clients every year in the SP Ph.D. program, **all students are required to acquire liability insurance during their first semester and renew the insurance every year until they graduate**. Proof of insurance must be provided to participate in a practicum and/or in research endeavors that include client contact. Professional liability insurance for students is relatively low cost and can be purchased from a variety of agencies. Some recommended providers are:

- The Trust: http://apait.org/products/studentliability/
- NASP Partners: http://www.nasponline.org/membership/insurance.aspx

4. Students must be a member of at least one professional school psychology organization throughout their time in the program. Student memberships are typically inexpensive but provide access to benefits afforded regular members. Examples of organizations open to student members include:

- Division 16 of the American Psychological Association (APA)
- International School Psychology Association (ISPA)
- National Association of School Psychologists (NASP)
- Texas Association of School Psychologists (TASP)

5. Students are expected to engage in peer-reviewed scholarship during their time in the SP Ph.D. program. Further, as noted above, students should act in a manner consistent with professional ethical guidelines and perform assigned duties to the best of student's ability, in courses, field work, and assistantships. Examples of scholarship include but are not limited to the following:
   a. Authoring/co-authoring a presentation to a professional audience at a state, regional, or national conference (e.g., American Psychological Association; Texas Association of School Psychologists, National Association of School Psychologists, Southwestern Psychological Association).
   b. Authoring/co-authoring a peer-reviewed article, or a book chapter, for publication.

6. While students can complete their scholarship requirements at any point while they are in their degree program, most students should be able to complete it before starting their internship. Students should work with a school psychology faculty member to accomplish this requirement and inform their advisor about its progress each semester until the project is complete. If there are any questions about the acceptability of a

scholarship project, students should discuss them with their advisor. Psychologists and school psychologists must earn continuing education credits each year for licensure maintenance. To develop this habit early, doctoral students are required to attend four professional development events prior to advancing to doctoral candidacy. Attendance at these can be locally, within the state, or as part of a regional, national, or international convention/conference. The event needs to be sponsored by a university or other professional organization and relevant to psychology/school psychology. Students should acquire proof of attendance at each event (e.g., certificate of attendance, continuing education unit certification) and include it in their pre-candidacy portfolios.

7. Students must adhere to standards for professional dress when they are at any field site or other professional site. Suggestions for professional dress are provided in the practicum handbook, but a good rule is to always dress in manner so that you could attend an impromptu meeting with President Livingstone.

8. Students must behave professionally if they elect to communicate through social networks (e.g., Facebook, Twitter, Instagram). Students should be cognizant of the high ethical and moral expectations of a professional school psychologist when choosing this form of communication (e.g., Pham, 2014). Personal information, opinions, or communications that are posted on websites or social media outlets—or made in any public environment—should never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons.

Process for Students Who Make Unsatisfactory Progress

The BU school psychology faculty believe that all students admitted into the SP Ph.D. can complete the requirements in their degree programs. Sometimes, however, students demonstrate unsatisfactory progress. To help students who are making unsatisfactory progress with their academic or professional requirements, the faculty have created the following remediation process. The overall goal of this process is not necessarily to be punitive, but to help students get back on track and successfully complete their degree programs. The process involves the following steps:

1. The student's faculty advisor will initiate a meeting with the student to discuss the concern *within seven days of discovery of the issue.*

2. The student will meet with program faculty as a group to discuss the situation. This meeting should occur within 14 days of discovery of the problem and will be scheduled by the faculty advisor in collaboration with the program director.

3. The faculty will discuss the issue in private and provide the student with a written improvement plan stating (a) explicit goals, (b) measurable outcomes, and (c) a timeline for completion. The plan will be signed by the faculty advisor, the student, and the program director; a copy of the plan will be placed in the student's departmental file.

    a. If the student is accused of violating the Baylor Honor Code, creation of a

written improvement plan may be delayed until after the Honor Council has decided on any disciplinary actions.

b. Students may be dismissed from the SP Ph.D. program without an initial improvement plan if the problematic behavior consists of academic dishonesty, falsification of admissions information, commission of a felony—or similar act which is judged to impair the professional credibility of the individual or program—or personal and professional characteristics which are evaluated as being significant detriments to professional functioning or violation of the APA ethical principles.

4. The written improvement plan will be provided to the graduate student within two days of the meeting.

5. It is incumbent on students who have made unsatisfactory progress to demonstrate that they have completed the specified outcomes in the remediation plan within the specified timeframe. It is the responsibility of the student to ensure they are making adequate progress and to make a plan with their faculty advisor to keep them apprised of this progress in a timely manner. That is, it is not the job of the faculty advisor to make sure the student is making adequate progress.

a. If the written improvement plan described in Step 3 is successful, no further steps are needed, and the faculty advisor will make note of this on the improvement plan and distribute the amended improvement plan to the appropriate parties as well as place a copy in the student's departmental file.

b. If the student does not show adequate progress on the improvement plan described in Step 3, the faculty advisor will notify the director of the SP Ph.D. program who will schedule a meeting of all available school psychology faculty and the student within 14 days. At this meeting, the student will discuss reasons for lack of improvement. Recommendations at this time will be individualized based on the issue and the rationale for the lack of response and may include a revised written improvement plan (including revised goals, measurable outcomes, and timeline), taking additional courses at BU or another organization (at the student's expense), additional projects (at the student's expense), or being placed on probation.

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

Supplemental Policies Linked to Course Grades

It is BU policy that students who earn a grade of *D* or lower must retake the course. Decisions on repeating courses where students earned C grades will be made by the school psychology faculty on a case-by-case basis, but it is the SP Ph.D. program policy that the

course will be completed at the students' own expense in addition to any other items in their written improvement plans. In addition, if the course is a prerequisite, then students will not be able to enroll in the subsequent course until they have passed the course with the requisite grade.

Students whose GPA falls below 3.0 are automatically placed on academic probation by the Graduate School. Students on academic probation are ineligible to have an assistantship.

STUDENT RIGHTS

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

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

Non-Discrimination

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

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

Potential Grievances

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

Sexual Harassment

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

    a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education,

    b. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual, or

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

Sexual Violence, Stalking, or Sexual Exploitation

Definitions and examples of such behavior can be found on the Baylor Title IX website.

Insensitivity

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

Other forms of power exploitation

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

Grievance Process

Please review the following processes if you believe that you have been aggrieved. Note there is a program and department process as well as a university-wide procedure. As seen below, the grievance process has multiple levels beginning with the individual level specifically who infringed on your rights, and, if unsuccessful, expands to the program level, department level, etc., culminating with the university-wide level, which includes addressing your grievance with Baylor's Provost and Vice President for Academic Affairs.

Every reasonable effort should be made to resolve the matter informally (steps 1-5 below). *It is not required that students proceed through the initial five steps sequentially. Students may proceed with whichever step they wish.* While there is no specific timeline in which most grievances must be filed, the Baylor Civil Rights Policy states "The person making the complaint must file the complaint as soon as reasonably possible after the incident that gives rise to the complaint. . . . it is the responsibility of all persons involved in the process to raise and resolve issues in an expeditious manner."

The procedures are below:

    1. Obtain a copy of the appropriate University guidelines related to your grievance. These may be obtained from the Division of Student Life, Student Conduct Administration,

or Baylor Personnel Policies.

2. Attempt to resolve your grievance with the person whose actions you consider offensive.

3. Attempt to resolve the matter at the program or department level, by contacting the SP Program Director (Dr. Benson) or the interim Chair of the Educational Psychology Department (Dr. Sara Tomek). If unsuccessful, the next level is to address the issue with the Associate Dean of Graduate Studies & Global Engagement (Dr. Terrill Saxon).

4. Attempt to resolve the matter informally at the University level. This involves creating a written complaint, and then following the informal process guidelines provided in Baylor's Civil Rights Policy.

5. Consistent with Baylor's University Grievance Policy, you can address your issue with the University Grievance Committee (https://www.baylor.edu/provost/index.php?id=948443), which includes committee procedures. This includes submitting a formal Bill of Particulars to the Chair of the University Grievance Committee:

    a. **Bill of Particulars.** The grievant initiates the formal grievance process by submitting a bill of particulars to the Chair of the Committee. The bill of particulars shall (1) identify the person(s) against whom the grievance is brought (the "respondent(s)"); (2) describe in detail the factual basis for the grievance; (3) describe the reasonable and good faith efforts made by the grievant to resolve the matter informally; and (4) describe the remedy or relief sought by the grievant. The grievant must sign the bill of particulars.

6. Obtain informal assistance from other appropriate campus offices or personnel. It is suggested you consult with a person familiar with the University (e.g., faculty member, Graduate Student Association member) if you need assistance understanding your options below. Personnel that may assist you includes:

    a. Student Ombudsperson, who provides informal, neutral, and confidential dispute resolution services for students.
    b. Report It!
    c. Title IX Office, which deals with allegations of sexual violence, assault, dating violence, domestic violence, stalking and other sexually inappropriate conduct.
    d. Academic Appeals
    e. Baylor Police Department (254-710-2222)
    f. Judicial Affairs, which typically handles formal grievances involving student misconduct (both on and off campus).
    g. Baylor Civil Rights Policy (BU-PP 028).
    h. The Graduate Student Association, which provides additional information about graduate student rights and responsibilities: (http://www.baylor.edu/gsa/index.php?id=68254).

7. If a satisfactory resolution is not reached, you may present the grievance in writing and file with the appropriate Vice President of the University. Formal grievances require you to document how you have attempted to deal with the situation informally.

Documentation of Grievance

Per Baylor University Grievance Policy, a record of each formal grievance is given to the Provost and Vice President for Academic Affairs. A record of complaints will be maintained by the SP Program Director and may be reviewed by outside agencies as part of its program approval or accreditation process. The SP Ph.D. program, following University policy, will maintain a record of formal complaints or grievances in the University General Counsel's Office (OGC) for at least 5 years.

Ethics Point

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

EVALUATION OF STUDENT PROGRESS

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

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

The program uses a comprehensive process to assess candidate learning and professional

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

Course Assessments

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

Advisor Meetings

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

Field Placement Evaluations

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

Self-Evaluations

At the end of each training year, students complete a self-evaluation. These forms are completed electronically, students will be emailed a Qualtrics link to the self-evaluation. Self-evaluations are due on the final day of classes in the Spring semester *every* year a student is in the SP Ph.D. program, including the internship year. These self-evaluations require students to report on their academic, professional, and clinical progress.

Annual Evaluations

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

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

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

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

Pre-Candidacy Portfolio

Each student must complete a pre-candidacy portfolio at the end of their first, second, and third years of doctoral study. Please see Appendix B for further details regarding the pre-candidacy portfolio process and related requirements.

Oral Examinations

Please see Appendix B for further details regarding the oral examination process. This process is linked to the preliminary examination.

Internship Portfolio

Students who do not complete an APA-accredited internship must complete a portfolio after completion of their pre-doctoral internship. While APA-accredited internship sites independently collect outcome data to document that interns meet minimum levels of achievement, unaccredited sites typically do not. Thus, internship portfolios are required. Students should begin collecting information their first semester in the SP Ph.D. program and the final product should be turned in at the end of their internship experience. Please see Appendix F and the Internship Handbook for further details regarding the internship portfolio process and related requirements.

Record Keeping

The program retains a copy of artifacts pertaining to each Ph.D. student's progress through the school psychology program. Electronic copies of applications for admission are housed in Slate, a platform managed by the graduate school. Electronic copies of artifacts completed after matriculation are housed in Box for at least 5 years to use for internal program review and adjustments as well as external professional agencies including APA. While the records might exist beyond 5 years, there is no guarantee the School Psychology program will continue to store the information. The records include:

      A. Student Application information
      B. Final Practicum Field-Based Evaluation
      C. Annual evaluation letters (Years 1-4)
      D. Pre-candidacy portfolio
      E. Internship portfolio

LICENSURE AND CERTIFICATION

Becoming a Licensed Psychologist (Independent Practice)

In Texas, individuals without a doctoral degree and independent practice license in psychology are not permitted to call themselves a *psychologist*. Graduates of the SP Ph.D. program wanting to earn the Licensed Psychologist (independent practice) credential in Texas must complete two sets of requirements after they have earned the doctoral degree. First, they must apply to become a *Provisionally Licensed Psychologist* (PLP), which requires passing the Texas Jurisprudence Exam. Second, after successfully becoming a provisionally licensed psychologist, they must apply to become a *Licensed Psychologist* (LP) , which requires two years of supervised experience (one of which is the pre-doctoral internship; the other is the postdoctoral fellowship) and passing the Examination for Professional Practice in Psychology (EPPP). For more information, visit the Texas Behavioral Health Executive Council/TSBEP's website.

Becoming a Licensed Specialist in School Psychology (LSSP)

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

Nationally Certified School Psychologist

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

Difference between Licensure and Certification

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

There are three hallmarks of certification:

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

Many professions provide certifications for its members in some way, such as psychology. Private certifying boards certify specialties in psychology (e.g., NASP, ABPP). Although certification may assist psychologists and school psychologists to obtain a job or other position, it does not give them legal authority to practice psychology.

Legal authority is granted by licensure. For instance, psychologists and school psychologists can practice psychology in any state in which they are licensed, regardless of whether or not they have a certification (e.g., NCSP, ABPP). Note, though, that some states credential school psychologists through the state board of education, whereas in Texas school psychologists are licensed by the TSBEP (the same Board that grants the Licensed Psychologist credential). Please be aware of the requirements for licensure and/or certification in state(s) where you wish to practice.

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

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

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

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APPENDIX A
Permission to Transfer a Course Form

Baylor University

Permission to Transfer a Course
School Psychology Program

Student Name: _____ ID: _____

Email Address: _____ Date: _____

School Psychology students wishing to transfer a course from another institution must obtain approval from their Program Director and the Baylor University faculty teaching the equivalent course prior to enrolling in it. <u>Attach the syllabus from the course you are wanting to transfer to this completed form and send to your advisor for initial review.</u>

Transfer Institution: _____

Transfer Institution Course Title: _____

Transfer Institution Course Number: _____

Equivalent BU Course Title: _____

Equivalent BU Course Number: _____

I understand the course must have been taken within the past 5 years for credit and that a minimum grade of B must be earned for the course to be accepted (Pass/No Pass and Audit grades will not transfer). I also understand there may be additional requirements to show mastery, such as (but not limited to) passing the final exam, writing an essay, or demonstrating a clinical competency.

Student Signature: _____

Date: _____

Do you approve the transfer course as specified above?

Yes   No   Explanation: _____

Instructor Signature: _____ Date: _____

Yes   No   Explanation: _____

Director Signature: _____ Date: _____

Please note, final decisions will be made by the graduate school.

APPENDIX B

FORMAL PRE-CANDIDACY EXAMINATIONS

End of First, Second, and Third Years: Pre-Candidacy Portfolios

Each spring, students will submit a portfolio for review. Students will receive feedback from faculty regarding each submission. Students will continue to add to and refine their initial portfolio for subsequent resubmissions. The portfolio consists of the following 10 components:

- Introduction
- Statement on Professional Goals and Competencies
- Influential Readings
- Evidence
  - Must include evidence of attending at least four professional development events during the first three years of graduate study.
- Table of Evidence Summaries (1-3 pages per competency to accompany narrative evidence summaries for each domain)
- Field Experience Evaluation Forms
- Summary of Field Experience Evaluation Ratings
- Annual Evaluation Reports completed by faculty
- Transcript
- Curriculum Vita
- School Psychology Praxis (#5402) Exam Results

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

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

The *Influential Readings* component is a list of key readings reflecting the student's interests and theoretical orientation to the science and practice of school psychology. Readings must be organized based on the program's 11 domains of outcome competencies, with at least five references provided for each domain. Within each domain, students must describe how the

readings listed influenced their thoughts and practices. At least half of the readings cited must be peer-reviewed empirical research articles.

Evidence includes any artifact submitted to demonstrate competence in a specific domain or subdomain. This includes, but is not limited to, psychological reports, therapy notes, consultation notes, outcome data with corresponding interpretations, manuscripts, practicum logs, summaries of teaching evaluations completed by students or peers, and letters of support. In the *Table of Evidence Summaries*, evidence must be organized based on the program's 11 domains of outcome competencies. At least five artifacts must be presented within each domain. A description must be provided for each artifact to indicate when the artifact was created, the context of its creation, and how it supports competence in the domain. Please ensure that products provided as evidence are the ones that include faculty or supervisor feedback if applicable. For example, if students upload a class presentation as evidence of competency, make sure it is the one with faculty feedback and grade(s). Please ensure that the *Table of Evidence Summaries* includes hyperlinks to each artifact referenced.

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

Portfolios must contain all *Field Experience Evaluation Forms* completed by practicum supervisors, a *Summary of Field Experience Evaluation Ratings*, and an *Annual Evaluation Report* for each year of the program that the student has completed.

Portfolios also must contain a current unofficial transcript and a current curriculum vita, both of which should be updated at the end of every spring semester until the preliminary examination process is complete.

Finally, students must take and pass the Praxis Series® School Psychology test (#5402) before the end of the Spring semester of their third year so they can include the scores in their third-year portfolio. All students are required to earn a score at the passing level set by the TSBEP. Qualifying/passing scores are updated on the Praxis website as needed and can be found at this link: https://www.ets.org/praxis/nasp/requirements. Students must submit an official copy of the score report to the program director, which can be done by listing "Baylor University" as a Designated Score Recipient using the code 6032. Typically, students are prepared for this exam by the summer of their second year. Taking the examination in the summer of the second year allows for an opportunity to retake the exam, if needed.

Students must upload their portfolio to the Student Portfolio folder in the Baylor Box at the end of every spring semester. The due date is the final day of classes in the Spring semester. The submission must include all required components as well as a Table of Contents that organizes electronic documents by competency domain.

Evaluation of portfolio. The following rubric is used to evaluate; this helps to track progress toward mastering the 11 domains of competency outcomes during the first two years of graduate study:

<u>**Performance Rating**</u>
5 = Outstanding. The evidence reflects exceptional performance that is well above expectations. Competencies in this domain are as well developed as a school psychologist with several years of experience.
4 = Exceeds Expectations. The evidence reflects performance that exceeds expectations for this stage of professional preparation.
3 = Meets Expectations. The evidence reflects performance at expected levels for this stage of professional preparation.
2 = Below Expectations. The evidence reflects inconsistent performance. Additional actions are needed to achieve performance at expected levels for this stage of professional preparation.
1 = Unsatisfactory. The evidence reflects performance far below expectations for this stage of professional preparation. A written improvement plan is needed to remediate this deficit.

All program faculty review pre-candidacy portfolios independently, and at least two faculty members rate each portfolio. All faculty then meet to determine a consensus rating for each domain. Written improvement plans are developed for students who receive an average global rating of 1 (Unsatisfactory) across raters and consensus discussion in any of the 11 domains.

End of First Year: Qualifying Examination

Students must pass a qualifying examination following completion of their first two semesters of graduate study. The qualifying exam is a process rather than a product, which includes the pre-candidacy portfolio and their research paper from EDP 5341. The pre-candidacy portfolio is discussed in detail in the next section. The research paper is evaluated as part of the qualifying examination process primarily to ensure that students display proficiency with conducting literature reviews and preparing manuscripts using APA style. At least three faculty members will review the portfolio and research paper. To be successful regarding their pre-candidacy portfolio, students must meet or exceed expectations in six of the 11 competency domains described in Section 3.5. Students will be allowed one resubmission per domain. Students who meet or exceed this criterion will progress to an oral examination in which program faculty will ask follow-up questions regarding the portfolio. The student's advisor will coordinate with the student and faculty to schedule a meeting that will occur in the summer. The oral examination will be rated as pass or fail. Students who do not pass both the portfolio and oral examination requirements will be dismissed from the program. Students who pass but do not meet expectations in one or more of the competency domains will be provided with a written improvement plan.

End of Third Year: Preliminary Examination

Preliminary examinations are required by Baylor University Graduate School. Preliminary examinations are designed to assess students' attainment of the program's outcome competencies. These competencies align with the core competencies for professional practice described in the Benchmark Evaluation System (see apa.org/ed/graduate/benchmarks-evaluation-

system), although they have been adapted to encompass specific competencies required for practice in school settings. The doctoral program's 11 domains of outcome competency include (A) Research, (B) Ethical and Legal Standards, (C) Individual and Cultural Diversity, (D) Professional Values, Attitudes, and Behaviors, (E) Communications and Interpersonal Skills (F) Assessment, (G) Evidence-Based Prevention and Intervention, (H) Supervision and Teaching, (I) Consultation and Interprofessional/Interdisciplinary Skills, (J) Discipline Specific Knowledge, and (K) Systems and Universal/School-Wide Practices.

The form of the examination is determined by the faculty of individual programs. The preliminary exam for the School Psychology Ph.D. Program requires integration and application of knowledge and skills acquired during graduate experiences and consists of two major parts: a pre-candidacy portfolio and an oral examination. The pre-candidacy portfolio is reviewed at the end of years one and two and students receive detailed feedback on their progress toward attaining each of the 11 domains of outcome competency. The review at the end of the third year constitutes one component of the preliminary examination. Students must pass the pre-candidate portfolio review before they can advance to the second component, an oral examination. The oral examination is discussed later in this appendix.

A supplementary rubric is used to evaluate progress toward mastering the 11 domains of competency during the preliminary examination. This rubric provides the scale for rating readiness for doctoral candidacy and internship. Thus, faculty are asked to rate the extent to which evidence reflects mastery of competencies needed to successfully complete a dissertation and internship. This rubric uses the following 5-point scale:

Readiness for doctoral candidacy and internship
5 = Very
4 = Mostly
3 = Moderately
2 = Somewhat
1 = Not at All

All program faculty contribute to the 3rd year/final portfolio review. Written improvement plans will be developed for students who receive an average global rating of 2 or lower across faculty in any of the 11 domains. In this situation, the student is required to meet with their faculty advisor to determine areas of deficiency. Once remediated, the student will update and resubmit their portfolio for review. A mean global rating of 4.0 per domain, averaged across faculty raters, is needed to pass the pre-candidacy portfolio requirement of the preliminary examination. Students are allowed one resubmission per domain.

End of Third Year: Oral Examinations

An oral interview will be scheduled for students who pass the pre-candidacy portfolio requirement. The oral interview will provide an additional opportunity for the student to demonstrate attainment of outcome competencies. The oral interview will consist of follow-up questions regarding the portfolio, as well as supplemental questions that require integration and synthesis of relevant knowledge and experiences. Students will be asked to elaborate on any competency domain for which they were rated by faculty as "moderately ready" for internship.

In addition, at least two weeks before the oral examination, students will receive a list of questions related to their dissertation work. Students will also be presented with a case study and asked questions pertaining to assessment and intervention. In summary, the oral examination may include elaborations on portfolio components, questions about their dissertation-related work, and a case study.

A quorum of school psychology faculty members must be present at the oral examination to serve as an examining committee. The student's faculty advisor will chair the examining committee. Student performance will be rated as pass or fail based on the evaluating committee's consensus decision regarding the student's mastery of competencies needed to successfully complete a dissertation and internship. Students who do not pass the oral examination will be allowed one retake; scheduling will be done in collaboration with their faculty advisor. Students must pass the oral examination in order to advance to candidacy for the Doctor of Philosophy degree. Oral examinations will adhere to the following schedules:

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

APPENDIX C
Dissertation[2]

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

There are three components to the dissertation process and details are provided below.

First, the student, who will be referred to as a *candidate* because she/he has passed their Preliminary Examination, will meet with their faculty advisor to discuss/refine the research topic and establish a dissertation committee. Though students will not enroll in dissertation credits and begin formal work on their dissertation until advancing to doctoral candidacy, they should be honing research interests and skills that will support the develop of their dissertation throughout all years of doctoral study.

Second, the candidate will, with guidance from their dissertation committee, create and present a *dissertation proposal*. As noted above and detailed in subsequent section, it is expected that the candidate has a research interest that has been refined during their first several years in the program, which will lead to their dissertation proposal development. The dissertation proposal includes two components: a written document and an oral presentation to the dissertation committee. The oral presentation parallels the written document but also allows for discussion between the candidate and committee. Both the written document and the oral presentation include the research question(s), literature review, methodology, and statistical analyses anticipated to answer the research questions. Once the candidate and dissertation chair are confident the proposal is ready, a dissertation proposal meeting (i.e., oral presentation) is scheduled consisting of committee members and the candidate. It is expected that members of the dissertation committee receive the written proposal at least two weeks prior to the proposal meeting. The candidate and/or chair may or may not receive written feedback from the committee members prior to the proposal meeting, but the candidate must not change the proposal document before the proposal meeting. That is, they are to present in the oral proposal meeting the document sent to the entire committee. At the oral presentation, the candidate is expected to provide an oral presentation of their proposal to the committee and respond to all questions. Once the candidate completes dissertation proposal presentation and responds to committee questions, the dissertation chair dismisses the candidate, and the committee discusses the proposal. The dissertation chair follows up with the candidate once a conclusion is reached, which is commonly within 10-30 minutes of the conclusion of the meeting. The discussion typically results in one of three conclusions; 1) the committee formally approves the proposal, 2) the committee formally approves the proposal with some changes, or 3) the committee rejects the

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

proposal. For conclusion #1, the candidate moves forward with their proposal and completes the dissertation plan. For conclusion #2, the candidate and dissertation chair discuss the changes and, once adaptations are made, the candidate moves forward with their proposal and completes the adapted dissertation plan. For conclusion #3, the candidate and dissertation chair discuss the concerns and a plan is made to revise the proposal, create a timeline for the revision, and the candidate resubmits a new proposal to their committee following the process above.

The third component of the dissertation is completed after the candidate has conducted their dissertation research and finalized their dissertation written document. This component is the *final defense*, known as the "Doctoral Oral Exam." The final defense process is similar, but not identical, to the proposal process. The similarities include that the candidate and dissertation chair determine when the dissertation is ready to be defended, a defense meeting is established, the dissertation document is sent to committee members at least two weeks prior to the defense meeting, the candidate provides a formal presentation and responds to questions, is dismissed at the end while the committee discusses the results, and the dissertation chair follows up with the candidate with the results. The difference is that, unlike the proposal meeting, the dissertation defense has a more formal process within the Graduate School at the university level. Once the dissertation chair determines the defense is ready, the candidate contacts the Graduate School and is required to complete a *Technical Review,* which focuses primarily on formatting. Next, once the defense date is established, the dissertation chair communicates with the EDP's Graduate Program Director who will formally notify the Graduate School of students' final dissertation defense/examination through the Announcement of Doctoral Oral Examination Form. This process allows members of the academic community (e.g., other faculty members, fellow graduate students, etc.) of the date and time of the defense and documents to the Graduate School that a candidate is formally defending. The conclusion of the defense mirrors the proposal in that the results can be successful completion, completion with minor changes, or delay/rejection of defense. See link below for more information on dissertation defense expectations from the Graduate School (https://www.baylor.edu/graduate/index.php?id=959239).

Dissertation Examining Committee

The dissertation examining committee consists of at least four members, who are appointed in consultation between the candidate and the dissertation chair. The membership of the committee must include the chair and an individual from outside the School Psychology Ph.D. program. While it is expected that the candidate's advisor will also chair the dissertation, it is not a requirement. The dissertation committee cannot be formally organized until the student passes their Oral Examination. Criteria for appointment to the dissertation committee:

- At least two members, including the chairperson, must be Baylor Graduate Faculty from the SP Ph.D. program. EDP faculty who are a member of Baylor's Graduate Faculty may co-chair the dissertation, but the chair must be a School Psychology PhD faculty member. Non-Baylor committee members are not eligible to serve as the dissertation co-chairperson.
- At least one member must be a member of Baylor's Graduate Faculty whose primary appointment is from outside the School Psychology Ph.D. program. This non-program member helps to ensure a consistent level of quality, rigor, and fairness across all graduate programs at Baylor University.

- The committee may also include one member from outside of Baylor with approval of the candidate's Graduate Program Director, who is responsible for ensuring the relevant expertise of the non-Baylor committee member.
- At least four members of the committee must be Baylor Graduate Faculty. The committee may include additional members beyond the required minimum of four, and these additional members do not need to be Baylor Graduate Faculty. The composition of the committee should be established during the initial consultation between the candidate and their dissertation chair. Candidates are not to invite committee members without their chair's approval.
- It is important for students to know the time frame of the project. Faculty members may go on leave of absence or on sabbatical. Most faculty are not on appointment during June or July. Therefore, some faculty members may choose not to be available during the summer months or at other times (e.g., while on sabbatical), and thus may be unwilling to meet with students or to attend proposal meetings and defenses during this period. Replacing a committee member can be difficult, if not impossible, especially in the later stages of a project.

Dissertation Format

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

Traditional Dissertation

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

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

The Method section describes the research design and the method used to address the research questions. Research procedures and data analytic techniques must be commensurate with those

currently used in leading scholarly research journals in psychology and education. This section will differ depending on the nature of the study. Broad distinctions can be made based on answers to the following questions:

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

Alternative Journal Articles Format

The difference between the traditional and alternative format is mainly in how the content is organized. See Appendix E for an example of how to structure dissertations using this format. The final product from either format should make a novel contribution to the field and should be a work that is publishable in a peer-reviewed outlet. The alternative journal articles format does not differ in quality, contribution to the field, or rigor. As most journals have page limitations some sections, most notably the Introduction, will not be as comprehensive relative to a traditional dissertation. However, it is expected that the student has a comprehensive understanding of the literature related to their area of study and be prepared to demonstrate this in the oral proposal meeting.

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

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

How many papers is a joint decision of the student and the dissertation chair, and what journals the papers target are also determined in conjunction with the dissertation committee. These decisions are not made by the student alone. The general topic areas and methods of research should conform to the existing standards for EDP dissertations. The papers must have a cohesive, unitary character, making them a report of a single program of research. This must be explicated in the Introduction and Conclusion chapters. This dissertation format consists of at least four chapters: Chapter 1-Introduction, Chapter 2- Study 1, Chapter 3- Study 2, and Chapter 4- Conclusion. There may be additional chapters between Introduction and Conclusion if more papers are included in the dissertation. The Introduction chapter is a very short précis of the papers and a brief explanation of how they form a cohesive unit and will typically be no more than 5 pages. The Conclusion chapter is a short integration of the results from each paper and will typically be no more than 5 pages.

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

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

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

Dissertation Proposal

As noted above, candidates prepare a proposal to present in writing and orally to the dissertation committee, typically during the fall semester of their fourth year. Candidates must remember that the dissertation must be successfully proposed before submitting pre-doctoral internship/APPIC match materials. Though the proposal typically occurs during the fall of the fourth year, work toward completing the dissertation begins long before this time. Beginning early in their doctoral study, students work closely with their dissertation chair to begin formulating ideas for the dissertation. Students are strongly encouraged to start reading about topics of interest during their first semester of studies. Dissertation ideas will be discussed during routine meetings with faculty advisors during the first three years of graduate studies. Students sometimes (but not always) build upon papers completed as requirements for academic courses, or upon work completed in collaboration with a faculty member.

The format of the proposal will vary depending on the dissertation format but will typically consist of at least a literature review, statement of the problem, clearly stated research questions and hypotheses, and the proposed methodology which includes data analytic plan. The exact requirements for the proposal are determined by the chair of dissertation committee.

Once the student and dissertation chair believe that the written proposal is ready, students must submit it for plagiarism review. You will need to work with your mentor to submit your document toTurnitin.com. Students must sign the *Dissertation Proposal Review Form* document that attests to their commitment at the beginning of the dissertation process (Appendix D). To pass this review, you must receive a Turnitin Similarity Score Range below 15%. Once this review has been passed, a dissertation committee meeting can be scheduled. The purpose of this meeting is to ensure that the committee agrees with the depth of literature review,

appropriateness of the research questions and hypotheses, and the design of the study. At least two weeks prior to this meeting, students must send a copy of their written proposal to all committee members. *Once this document is sent to the dissertation committee, the student may not change the document in any way before the oral proposal meeting.* At the dissertation proposal meeting, the student will present their dissertation proposal and answer questions from committee members. If the committee approves of the proposal, the dissertation chair will complete the *Dissertation Proposal Form* (Appendix D), obtain signatures from all committee members, and return a copy to both the Department of Educational Psychology and Graduate School.

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

Dissertation Final/Doctoral Oral Exam

Once the dissertation chair determines the final draft of the entire dissertation is ready to defend, the candidate is ready to begin the Doctoral Oral Examination process. The first step is for the candidate to submit the entire dissertation for plagiarism review through Turnitin.com. Once this review has been passed (i.e., < 15% Similarity Score) and the dissertation chair has approved the draft, follow the process described at https://www.baylor.edu/graduate/index.php?id=959239.

APPENDIX D

Dissertation Forms

Baylor University

Department of Educational Psychology
Dissertation Review Form

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

_____

Student Signature & Printed Name

_____

Dissertation Chair Signature & Printed Name

_____

Date

BAYLOR UNIVERSITY
SCHOOL OF EDUCATION

DISSERTATION PROPOSAL FORM

Name of Candidate: _____

Date: _____

Title: _____

_____

CHECK ONE:

( ) Accepted with no changes.
( ) Not Accepted.
( ) Delayed pending
( ) Accepted with the following changes:

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

_____   _____
Chair   Candidate

_____   _____
Member   Member

_____   _____
Member   Member

Copies to: Candidate
                    All committee members

Assessment Rubric for Final Dissertation Defense

Student's Name: _____   Date: _____

Dissertation Title: _____

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

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

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

APPENDIX E

Dissertation Formats Examples

Traditional

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

Body

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

Back Matter (See *Dissertation and Thesis Guidelines*)
    APPENDIX A (if needed)
        IRB Approval APPENDIX B
    (if needed)
        Instruments (see item II.B. in Section 6.1.2.2)
    (Other appendices can be added as needed)
    REFERENCES

Journal-Articles Dissertation Format

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

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

Body

CHAPTER ONE
Introduction
CHAPTER TWO
Manuscript 1 Title
Abstract
Background
Method
Results
Discussion
CHAPTER THREE
Manuscript 2 Title
Abstract
Background
Method
Results
Discussion
CHAPTER FOUR
Conclusion
Back Matter (See *Dissertation and Thesis Guidelines*)
APPENDIX A (if needed)
IRB Approval
APPENDIX B (if n e e ded)
Instruments (see item II.B. in Section 6.1.2.2)
(Other appendices can be added as needed)
REFERENCES

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

APPENDIX F
APA Code of Ethics

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