

Sam Houston State University



GRADUATE PROGRAMS IN PSYCHOLOGY

PROGRAM HANDBOOK

2018/2019

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Psychology Secretaries

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Coordinator of Graduate Studies

Marsha Harman	936-294-4064	Edu_mjh@shsu.edu
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School Psychology Program Director

Ramona Noland	936-294-4310	psy_rmn@shsu.edu
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Director of Clinical Training (for the Clinical Ph.D. program)

Jorge Varela	936-294-4161	jgv002@shsu.edu
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OTHER USEFUL PHONE NUMBERS

Psychology Department 936-294-1174
Fax Number: 936-294-3798

Dean of the College of Humanities and Social Sciences
Abbey Zink 936-294-2200
Fax Number: 936-294-2207

Dean of Graduate Studies
Kenneth Hendrickson 936-294-2408

Financial Aid
Phone: 936-294-1774
Fax Number: 936-294-3668

Scholarships Office
Phone: 936-294-1672
Fax Number: 936-294-1090

Graduate Studies Office
Phone: 936-294-2408
Fax Number: 936-294-2409

Psychological Services Center
Breanna Barnes 936-294-1210
Fax Number: 936-294-1685

Director, Newton Gresham Library
Phone 936-294-1613
Fax Number: 936-294-3780

Registrar's Office: Certification for Graduation
Maria Busby 936-294-4245

Other Services

Student Advising and Mentoring Center	936-294-4444
Bookstore	936-294-1862
Computer Services	936-294-1950
Post Office	936-294-1936
Student Activities	936-294-3861
Legal Services	936-294-1717
Lowman Student Center	936-294-4902
International Programs	936-294-3892

Welcome to SHSU's Psychology Graduate Programs

Graduate education at Sam Houston State University seeks to prepare students to become intellectual leaders in their professions, and the Department of Psychology and Philosophy has pursued this goal with graduate training in scientific and professional psychology since 1984.

Our *Master of Arts in General Psychology* is focused on the scientific sub-disciplines of Psychology and involves several electives that allow students to pursue personal academic and research interests. The program is an experimentally oriented track, and students are expected to become involved in research throughout their program. This track does not involve training in the delivery of psychological services. Students may complete the General track either on campus or at The Woodlands Center in The Woodlands.

Our *Master of Arts in Clinical Psychology* program is designed to produce scientist-practitioners who possess: (1) extensive knowledge of the field of clinical psychology; (2) the assessment, diagnostic, and therapeutic skills that will make them effective Master's-level practitioners; and (3) the intellectual skills necessary for continuing the process of discovery and understanding of human behavior. Graduate training in our Clinical Psychology track is directed toward Psychological Associates licensure (LPA) from The Texas State Board of Examiners of Psychologists. With some additional coursework students may qualify for the Licensed Professional Counselor licensure (LPC) of The Texas State Board of Examiners of Professional Counselors.

Our *Specialist in School Psychology* program is designed to produce practitioners with a special expertise in the delivery of services to school-age populations within school settings. The School track is approved by the National Association of School Psychologists (NASP), and graduates of the program can seek licensure as Licensed Specialists in School Psychology (LSSP) in Texas from the Texas State Board of Examiners of Psychologists and as nationally Certified School Psychologists throughout the United States from NASP. Again, with some additional coursework students may qualify for the Licensed Professional Counselor licensure of The Texas State Board of Examiners of Professional Counselors.

Our *Certificate in General Psychology* involves training in the scientific sub-disciplines of Psychology, and allows students, upon completion of the program, to teach psychology at the junior-college level. Students may complete the General track either on campus or at The Woodlands Center in The Woodlands.

We welcome you to our three graduate programs. For almost three decades, we have trained capable practitioners and scientists, prepared students for doctoral study, and supported personal growth. We hope that you find your time with us fulfilling and rewarding.

PURPOSE OF THIS HANDBOOK

This Handbook is intended to provide you with information about our various program requirements and to facilitate your progress through our programs. We have attempted to collect a variety of information that we believe will be helpful to you during your time with us. If there is additional information that you believe would be helpful for others in the future, please let your Coordinator of Graduate Studies know, and we'll add that information to future editions of the handbook.

During your tenure here, changes in the curriculum or our policies may occur; when such revisions occur, any new requirements will usually be limited to new students who are just beginning their programs. Students who are already enrolled in one of our programs will usually continue to be guided by the rules in force at the time they were admitted to the program (as they are detailed in the pages that follow). However, there may be some changes that will become effective immediately (e.g., due to changes made at the University level) that will apply to all students, regardless of admission year. If you are uncertain about our requirements and/or expectations, or if you need clarification beyond that offered here, please do not hesitate to contact your Coordinator of Graduate Studies.

The information in this Handbook supplements that in other University publications: the Graduate Catalog, the University Student Guidelines, the University's Guide to the Preparation of Theses and Dissertations, and the School Psychology Handbook. You should refer to the most recent editions of these publications for details not given here.

Psychology Faculty



Dr. Justin Allen



Dr. Jeff Anastasi



Dr. Jaime Anderson



Dr. Courtney Banks



Dr. Marcus Boccaccini



Dr. Mary Alice Conroy
Director Psychological Services Center



Dr. Donna Desforjes



Dr. Craig Henderson



Dr. Hillary Langley



Dr. Rowland Miller



Dr. David Nelson



Dr. Ramona Noland



Dr. Chelsea Ratcliff



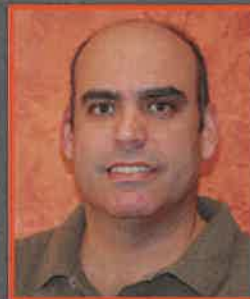
Dr. Temilola Salami



Dr. Diane Stoebner-May



Dr. T.C. Sim



Dr. Jorge Varela
Director of Clinical Training



Dr. Amanda Venta



Dr. James Crosby
Interim Department Chair



Psychology Faculty



Dr. Justin Allen

Room: CHSS #323
E-mail: jpa019@shsu.edu
Area: School Psychology

Research interests include implementation science and using single case design methods to empirically examine the effectiveness of academic and behavioral interventions.

Dr. Mary Alice Conroy

Director Psychological Services Center
Room: Psychological Services Center
E-mail: maconroy@shsu.edu
Area: Clinical Psychology

Research interests include forensic clinical psychology, risk assessment, civil commitment evaluations.

Dr. David Nelson

Room: CHSS #317
E-mail: dvn001@shsu.edu
Area: Clinical Psychology

Research interests include clinical psychology, health psychology, and neurobehavioral functioning.

Dr. Jeff Anastasi

Room: CHSS #375
E-mail: jsa001@shsu.edu
Area: Experimental Cognitive Psychology

Research interests include eyewitness memory, face recognition, false memories.

Dr. Donna Desforjes

Room: CHSS #380
E-mail: desforjes@shsu.edu
Area: Social Psychology

Research interests include social psychology, social cognition, group dynamics, cross-cultural psychology.

Dr. Ramona Noland

Room: CHSS N/A
E-mail: noland@shsu.edu
Area: School Psychology

Research interests include school psychology, autism spectrum disorders, English language learners.

Dr. T.C. Sim

Room: CHSS #308
E-mail: tcsim@shsu.edu
Area: Experimental Cognitive Psychology

Research interests include cognitive psychology, hemispheric asymmetry, attention, language processing.

Dr. Jaime Anderson

Room: CHSS #378
E-mail: jla068@shsu.edu
Area: Clinical Psychology

Research interests include personality disorders, assessments and forensics.

Dr. Craig Henderson

Room: CHSS #379
E-mail: ceh003@shsu.edu
Area: Counseling Psychology

Research interests include family psychology, juvenile substance abuse treatment, custodial grandparenting, advanced data analytic methodology.

Dr. Chelsea Ratcliff

Room: 310
E-mail: cgro24@shsu.edu
Area: Clinical Psychology

Research interests include health psychology, mindfulness meditation, behavioral interventions to improve health and quality of life for medically ill patients.

Dr. Jorge Varela

Director of Clinical Training
Room: CHSS #377
E-mail: jgv002@shsu.edu
Area: Clinical Psychology

Research interests include cultural and linguistic (Spanish) diversity issues in forensic psychology, particularly forensic assessment, law enforcement and military psychology.

Dr. James Crosby

Room: CHSS #390
E-mail: crosby@shsu.edu
Area: School Psychology

Research interests include psychometrics, peer victimization, and rural psychological service delivery.

Dr. Courtney Banks

Room: CHSS #324
E-mail: csb028@shsu.edu
Area: School Psychology

Research interests: Identifying ways to increase home and school collaboration in order to develop social and emotional programs that are coordinated.

Dr. Hillary Langley

Room: CHSS #336
E-mail: hxl022@shsu.edu
Area: Developmental Psychology

Research interests: Investigate ways in which parents socialize aspects of their children's social, emotional, and cognitive development.

Dr. Temilola Salami

Room: 307
E-mail: txs047@shsu.edu
Area: Clinical Psychology

Research interests include a focus on health disparities, and understanding how sociocultural, cognitive and interpersonal factors interact in the development of PTSD, depression, anxiety, and suicidality.

Dr. Amanda Venta

Room: CHSS #325
E-mail: acv009@shsu.edu
Area: Clinical Psychology

Research interests include the development of psychopathology in youth and the protective effect of attachment security, with additional interests in emotion dysregulation and social cognition.

Dr. Marcus Boccaccini

Room: CHSS #386
E-mail: boccaccini@shsu.edu
Area: Clinical Psychology

Research interests include mental retardation in death penalty cases, test construction, witness testimony, and jury research.

Dr. Rowland Miller

Room: CHSS #376
E-mail: miller@shsu.edu
Area: Social Psychology
(online only)

Research interests include social psychology, social emotions such as embarrassment and shame, close relationships.

Dr. Diane Stoebner-May

Room: CHSS #316
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Area: Clinical Psychology

Research interests include anxiety disorders, depression, trichotillomania and logotherapy.

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Department of Psychology
& Philosophy

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FACULTY BACKGROUND AND RESEARCH INTERESTS

Justin Allen

Justin joined our faculty in the fall of 2016 after completing his graduate studies at the University of Kansas in the area of School Psychology, with a specialization in quantitative methods. While completing his doctoral program, Justin worked as a practicing school psychologist in the public school system for several years where he served as his district's lead school psychologist. In this role, he supervised the school psychology program interns and consulted on disputed cases. His research interests lie in the area of implementation science where he specializes in discovering methods of improving intervention treatment fidelity. Justin's research interests also include using single case design methods to empirically examine the effectiveness of academic and behavioral interventions.

Jaime Anderson

Dr. Anderson joined the clinical faculty at SHSU in fall, 2016. She received her B.A. from the University of Dayton in 2009, her M.S. from Eastern Kentucky University in 2011, and her Ph.D. from the University of Alabama in 2016. She completed her pre-doctoral internship at Patton State Hospital, a large forensic psychiatric facility in southern California. Her research interests include personality disorder conceptualization and diagnosis and applied psychological assessment, particularly personality and psychopathology assessment measures. In particular, she is interested in the application of these interests in forensic contexts. Some of her recent projects have specifically focused on the validity and clinical applicability of the DSM-5 Section III alternative personality disorder model.

Jeffrey S. Anastasi

Dr. Anastasi joined the faculty at SHSU in the fall of 2006 after teaching for 6 years at Francis Marion University in Florence, SC, and 5 years at Arizona State University. His B.A., M.A., and Ph.D. were all earned at Binghamton University (SUNY) in Binghamton, NY. He received his Ph.D. in 1996. Dr. Anastasi's diverse research focuses on cognitive psychology with an emphasis on memory processes. His research has involved topics such as memory illusions, face recognition, eyewitness memory, hypermnnesia, helicopter cockpit design, and the cognitive demands of dual processing tasks. Recent publications include several studies investigating the causes of memory illusions and factors that may reduce the likelihood of illusory memories as well as the effects that the age of the witness and perpetrator have on face recognition accuracy. He also currently serves as the coordinator of the departmental human subject pool.

Courtney Banks

Courtney Banks joined our faculty in the fall of 2016. She received her B.A. in Psychology from Baylor University, Specialist in School Psychology Degree from Texas A&M University-Commerce, and Ph.D. in School Psychology from Texas A&M University. Courtney has experience in the public school system as a Licensed Specialist in School Psychology, Special Education Teacher, and a Special Education Counselor. Her research program surrounds identifying ways to increase home and school collaboration in order to develop social and emotional programs that are coordinated. Her research incorporates topics including parent socialization, emotional socialization, child and adolescent aggression, and peer relations in youth. She has published in journals such as *Journal of School Violence*, *Professional School Counseling*, *School Psychology Quarterly*, and *The School Psychologist*.

Marc Boccaccini

Dr. Boccaccini joined our faculty in the fall of 2003. He received his B.S. from Santa Clara University and his M.A. and Ph.D. from The University of Alabama, and completed his internship at the Lois de la Parte Florida Mental Health Institute at the University of South Florida. He maintains an active research program focusing broadly on understudied areas of forensic psychology practice such as witness preparation, courtroom communication, jury decision making, the development of constructive attorney-client relationships, and the use of assessment instruments in forensic evaluations. He has published in each of these areas in journals such as *Professional Psychology: Research and Practice*, *Behavioral Sciences and the Law*, *Criminal Justice and Behavior*, and *International Journal of Forensic Mental Health*.

Mary Alice Conroy

Dr. Conroy is the Director of Clinical Training for our doctoral program in Clinical Psychology, and is the Director of our Psychological Services Center, the training clinic for the clinical psychology doctoral program. She is a board-certified (ABPP) forensic psychologist who was the director of various forensic services for the Federal Bureau of Prisons for 20 years. Her areas of expertise include competence, sanity, risk assessment, and civil commitment evaluations for the courts, and her practice in criminal forensic psychology often involves expert testimony in court. She is particularly interested in developing models of how psychologists can most effectively present testimony and interact with the judicial system.

James Crosby

Dr. Crosby joined our faculty in the fall of 2008. He received his B.S. in psychology and M.S. in school psychology from Abilene Christian University. He earned his Ph.D. in School Psychology from Oklahoma State University and completed his doctoral internship at the Institute of Clinical Training and Research with the Devereux Foundation in Villanova, PA. Currently, he teaches courses in applied psychological practice and psychometrics. His primary research interests include peer victimization (coping strategies, sequelae, and incidence across the lifespan) and psychometric theory (e.g., as applied to the psychology of religion). From these and other related areas, he has published articles in journals such as *Psychology in the Schools*, the *Journal of Personality Assessment*, and *Mental Health, Religion & Culture*. Dr. Crosby is a licensed psychologist, a nationally certified school psychologist, and a licensed specialist in school psychology.

Donna M. Desforges

Dr. Desforges joined the department as the Chair of the Department of Psychology and Philosophy in the summer of 2001 after a 10-year career at the University of Wisconsin-Stevens Point. She is a social psychologist whose research interests include social cognition, group dynamics, and cross-cultural psychology. Her primary teaching interests include Multicultural Psychology, Advanced Social Psychology, and Advanced Learning Theory, but also in teaches Group Dynamics and Psychology of Gender. Her favorite activities include doing social psychological research, flying planes, and riding horses, although not always at the same time.

Marsha J. Harman

Dr. Harman parlayed undergraduate training in elementary education and a Master's in counseling education into doctoral work in counseling psychology from the University of Houston, University Park. Before joining the SHSU faculty, she was an elementary school teacher in Houston and Coldspring for 7 years, and a school counselor in Coldspring for 3 years. She was also Assistant Director of Counseling Services at SHSU for two years. In 2000, she won an Outstanding Contribution to Education award from the Texas Psychological Association. She has also served as the Chair of the Trainers Committee for the Texas Association of School Psychologists. Her research interests revolve around multicultural, gender issues, and cognitive training for disorders such as ADHD. Off campus, she consults as a school psychologist and works with individuals and children in her private practice. She is currently director of the Professional and Academic Center for Excellence (or P.A.C.E).

Craig E. Henderson

Dr. Henderson joined the faculty in fall, 2005. Prior to coming to SHSU, he was Research Assistant Professor in the Department of Epidemiology and Public Health at the University of Miami School of Medicine, where he was a member of the Center for Treatment Research on Adolescent Drug Abuse. Dr. Henderson received his Ph.D. in Counseling Psychology from the University of North Texas in 2001, and he specializes in the treatment of adolescent drug abuse and other associated problems. He also has interests in custodial grandparenting and advanced data analytic methodology, particularly longitudinal statistical models.

Hillary Langley

Dr. Langley is a developmental psychologist and is joining the faculty at SHSU in the fall of 2016. She received both her B.A. and Ph.D. from the University of North Carolina at Chapel Hill, and has recently completed an NIH-funded postdoctoral fellowship, also at UNC Chapel Hill. Her program of research is designed to investigate the ways in which parents socialize aspects of their children's social, emotional, and cognitive development. Specifically, she examines how parent-child conversations in a variety of contexts – such as reminiscing about the past, joint talk as events unfold, and discussions of emotion-laden topics or experiences – may impact, or underlie, aspects of children's development such memory and gratitude. She is extremely excited to continue her research focused on the development of memory and gratitude in children with the help of talented undergraduate and graduate students at SHSU!

Rowland S. Miller - (online only)

Dr. Miller is a social psychologist who studies (a) social emotions such as embarrassment and shame, and (b) close relationships. He is a Fellow of the Association for Psychological Science, and his research on empathic embarrassment won the Edwin Newman Award for Excellence in Research from the American Psychological Association and Psi Chi. He is also the author or coauthor of three books: *Social Psychology and Dysfunctional Behavior: Origins, Diagnosis, and Treatment*, a work that applies social psychology to the concerns of clinical and counseling psychology; *Embarrassment: Poise and Peril in Everyday Life*, a monograph on embarrassment; and *Intimate Relationships*, the world's best-selling relationships textbook. He was also an Associate Editor of the *Journal of Social and Clinical Psychology* for six years. Dr. Miller primarily teaches courses in Advanced Social Psychology and Advanced Statistics, as well as courses in Social Psychology and Law, Multivariate Statistics, and/or Emotions. He attended Cornell University and the University of Florida, and he hopes that you will come to recognize, as he does, that the Southeastern Conference plays more intense, more interesting college football than does anybody else.

David V. Nelson

Dr. Nelson joined the psychology faculty in fall, 2005. He received his Ph.D. in Clinical Psychology from the University of Washington in Seattle. He has been on the faculties of Baylor College of Medicine and The University of Texas-Houston Medical School and on the staffs of St. Luke's Episcopal Hospital and Memorial Hermann Hospital in the Texas Medical Center in Houston. Prior to joining the faculty at SHSU he was on the faculty of the Oregon Health & Science University in Portland. He has typically worked on multidisciplinary evaluation and treatment teams in academic medical centers. He has a broad background in general clinical psychology as well as specialty training in clinical neuropsychology and behavioral medicine. Over the years he has increasingly focused on behavioral medicine/health psychology, has been the Director of Psychological Services at two academic medical center multidisciplinary pain centers, and holds the Diplomate in Clinical Health Psychology from the American Board of Professional Psychology. He brings extensive experience in clinical service delivery, research, and education to SHSU. He has been awarded grants from various funding agencies, including the National Institutes of Health. He is particularly interested in pain, fatigue, and related symptoms; the intersection of biological and psychological processes in disease manifestations and disease management; neurobehavioral functioning; and mind-body-spirit interactions in general.

Ramona M. Noland

Dr. Noland is an associate professor with the School Psychology Program. She is a licensed psychologist and a Licensed Specialist in School Psychology in Texas and Colorado, and came to SHSU after 7 years of working as a school psychologist in Tennessee, Ohio, and Colorado. She received her Ph.D. from The University of Tennessee - Knoxville, and her research interests include (a) screening, diagnosis, and intervention for children with autism spectrum disorders, (b) the provision of nonbiased special education evaluation of students who are English language learners, and (c) other practice issues within the field. She looks forward to establishing and maintaining positive relationships with the surrounding school districts and instructing students in the School Psychology Program. She also serves as the Director for the SHSU School Psychology Program.

T. C. Sim

Dr. Sim received his Master's and Ph.D. from University of Nevada, Reno, in Experimental Psychology with an emphasis in cognitive psychology. His research interests include cognition and, in particular, hemispheric asymmetry, attention, and language processing. His recent research in this area has been reported by the media in over 296 sources in 68 countries and 33 languages.

Diane Stoebner-May

Dr. Stoebner-May joined our faculty in 2010. She obtained her Ph.D. in Counseling Psychology from the University of Houston. After completing her doctorate, Dr. Stoebner-May completed a two year NIA post-doctoral fellowship at the University of Texas Medical Branch. Professional clinical interests include anxiety disorders, depression, trichotillomania, and logotherapy. She currently serves as the Coordinator of Graduate Studies.

Jorge Varela

Dr. Jorge Varela was appointed to the faculty at Sam Houston State in 2008. He completed his B.A. in Psychology at Florida International University and his graduate training (M.A. & Ph.D.) at the University of Alabama. Dr. Varela completed his clinical internship at Wilford Hall Medical Center at Lackland AFB in San Antonio, Texas, and served in the United States Air Force until his appointment to the SHSU faculty. While in the USAF, he worked providing clinical services to U.S. military personnel, conducting fitness for duty evaluations, and before coming to SHSU, served as Mental Health Flight Commander at Kirtland AFB in New Mexico. Dr. Varela currently teaches Practicum courses as well as Multicultural Psychology for graduate students in clinical psychology and undergraduate courses in Abnormal Psychology and Psychology and the Law. His research interests include cultural and linguistic diversity in forensic psychology, law enforcement psychology, and military psychology.

Amanda Venta

Dr. Venta joined our department in 2015. She received her B.A. from Rice University and her M.A. and Ph.D. in Clinical Psychology from the University of Houston. She completed her internship at DePelchin Children's Center through the Menninger Department of Psychiatry and Behavioral Sciences at Baylor College of Medicine. Her primary research interests are the development of psychopathology in youth and the protective effect of attachment security, with additional interests in emotion dysregulation and social cognition. She has received related research funding from the National Institutes of Mental Health and the American Psychological Foundation.

ACADEMIC ADVISEMENT

Enrollment in our graduate courses usually requires specific permission in the form of department approval which is provided by the Coordinator of Graduate Studies. The Coordinator will clear you for each of your courses which then allows you to register for those approved courses. This system creates a lot of work for your friendly Coordinator, but it has many advantages, both for you and for the Department. It allows us to make sure that those who request a course are qualified to take it, and it provides a procedure for controlling enrollment in certain skill courses. It also means that once you have departmental approval, barring changes to the master schedule, you have a confirmed reservation for a seat in the class and need not worry about a class becoming full.

However, this system also means that you must consult the Coordinator (for the clinical and general psychology programs) or the Director of the School Psychology Program (for the school psychology program) for academic advisement before each semester begins. Advisement appointments are routinely available in early November and early April, typically a week before pre-registration for the following semesters begins. During the November advisement period, we'll set up your courses for the following spring. During the April advisement period, we'll schedule your courses for both the following summer and fall. Prior to your advising appointment, please take a look at your course degree plan and/or the recommended sequence of courses (which can be found later in this Handbook). Many of the courses that you'll need to register for and the sequence of these courses is fairly straightforward. Of course there are some situations where your friendly Coordinator can help provide you with advice on which courses would be the best for you to take depending upon your specific circumstances or professional goals. Please seek advisement with your Coordinator before pre-registration begins; juggling your needs with those of others on campus who wish to take our classes is a complex task, and if you are tardy in formulating your plans for subsequent semesters, we do not promise to have spaces remaining in classes that would otherwise have been open to you.

We will strive to make all our courses available to you on a schedule that is convenient for you. Nevertheless, various changes in the availability of faculty can lead to unanticipated changes in our sequencing of courses. Most importantly, you should note that some of our courses—in particular, Assessment of Intelligence and Achievement and Practica I, II, and III—have strict limits on the number of students they can contain. We take great efforts to make sure that the courses that you need are available when you need to take them during your academic career, but unforeseen circumstances beyond our control may arise. Precedence in enrollment is provided to those who are closest to graduation, and some courses may not be available to you if there will be other opportunities for you to take them before your anticipated

graduation.

Finally, you should always be alert for changes in our course offerings that occur after the University's official Schedule of Courses is posted on the Web (which is several weeks before advisement begins). Courses are sometimes added to our list of offerings, and course times sometimes change. The Coordinator publicizes these changes and should be regarded as a source of information that is to be preferred to the posted Schedule of Courses. These changes will typically be made aware to you during your advising appointment with the Coordinator.

GRADUATE CURRICULA

Each of our programs includes courses that are denoted as General Core courses and Electives. Additionally, the practitioner-based degrees (i.e., clinical and school psychology) also have additional courses that emphasize the clinical and/or practitioner basis of those programs.

The General Core

All of the required core courses are provided to make sure that our students have a general understanding of the scientific nature of psychological study. Thus, these courses are meant to provide you with a solid background in psychology that you can build on and apply to courses required by your specific program.

Electives

In order to meet your electives, you may essentially select any graduate course on campus. Past students have crafted their own specializations in psychology and law or psychology and business by taking Criminal Justice or Business courses for these electives. Students in our clinical program who wish to pursue LPC licensure often select specific courses offered by the counseling program in the college of education to serve as their electives. The Coordinator of Graduate Studies can make you aware of these courses. Regardless of your situation, we encourage you to pursue your personal interests to tailor your degree into one that will assist you in realizing your ultimate goals.

REQUIREMENTS FOR THE MASTER OF ARTS IN GENERAL PSYCHOLOGY

You will pursue your degree on the Huntsville campus. Full-time study is encouraged and most students write a Master's thesis.

The Thesis Option

We encourage you to write a Master's thesis (or at least get involved with research in some way) and have detailed the process later in this handbook. Generally, the thesis requires two semesters of work in order to design and propose the thesis (PSYC 6098 – Thesis I) and then conduct the study and defend it to one's committee (PSYC 6099 – Thesis II). While the thesis is not required, you may also select a non-thesis option which requires an additional course (PSYC 5331 – Seminar in General Psychology) and an additional elective. All of the specific courses that constitute the 36-hour thesis or non-thesis options are listed below.

GENERAL PSYCHOLOGY – THESIS CURRICULUM:

Required General Core Courses:

Hours

Each of the following (21 hours):

_____	PSYC 5332	Advanced Social Psychology	3
_____	PSYC 5336	Advanced Cognitive Psychology	3
_____	PSYC 5360	Advanced Physiological Psychology	3
_____	PSYC 5381	Advanced Learning Theory	3
_____	PSYC 5387	Advanced Statistics	3
_____	PSYC 5388	Experimental Design	3
_____	PSYC 5397	Advanced Developmental Psychology	3

Thesis Electives:

Each of the following (6 hours):

_____	PSYC 6398	Thesis I	3
_____	PSYC 6399	Thesis II	3

Additional Electives (9 hours):

_____	Elective	3
_____	Elective	3
_____	Elective	3

Total Hours = 36 hours

GENERAL PSYCHOLOGY – NON-THESIS CURRICULUM:

Required General Core Courses:

Hours

Each of the following (24 hours):

_____	PSYC 5331	Graduate Seminar in General Psychology	3
_____	PSYC 5332	Advanced Social Psychology	3
_____	PSYC 5336	Advanced Cognitive Psychology	3
_____	PSYC 5360	Advanced Physiological Psychology	3
_____	PSYC 5381	Advanced Learning Theory	3
_____	PSYC 5387	Advanced Statistics	3
_____	PSYC 5388	Experimental Design	3
_____	PSYC 5397	Advanced Developmental Psychology	3

Additional Electives (12 hours):

_____	Elective	3
_____	Elective	3
_____	Elective	3
_____	Elective	3

Total Hours = 36 hours

REQUIREMENTS FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY

The General Core

The two Clinical degree plans both ask students to take (a) *either* PSYC 5332 (Advanced Social Psychology) *or* PSYC 5397 (Advanced Developmental Psychology); and (b) PSYC 5336 (Advanced Cognition); PSYC 5360 (Advanced Physiological Psychology) *or* PSYC 5381 (Advanced Learning). The choices among these courses are up to you. However, we urge you to take the courses that are the least familiar to you; they'll probably provide the better foundation in general psychology (and that is the intent of the General Core requirements). Each of these courses is ordinarily offered once a year. Additionally, all students are required to enroll in the PSYC 5387 (Advanced Statistics) course.

The Clinical Core Courses

All of the courses in the Clinical Core are specifically required. In addition, you should take PSYC 5330 (Psychopathology), PSYC 5333 (Theory and Research in Psychotherapy I), and PSYC 5395 (Assessment of Intelligence and Achievement) *before* you take PSYC 6391 (Practicum I). You *must* also take PSYC 5394 (Psychometrics) before or concurrently with any assessment courses. PSYC 5396 should be taken before you take PSYC 6392/6393.

Clinical Practicum Courses

In the Practicum, your professional training all comes together; it's your opportunity to learn the skills you'll absolutely need as a practitioner. Your first three-hour course, PSYC 6391, is an in-house experience that will involve role playing with undergraduate volunteers, individual supervision, discussion, lectures, and some volunteer work at various agencies in the community; your time commitment will be about 10 hours per week outside of normal class times during a fall or spring semester.

Your two other advanced practicum courses, PSYC 6392 and 6393, Practicum II and Practicum III, will be taken concurrently as a six-hour block during a single semester. The Practicum II/III experience can be enormously rewarding, but it is time intensive (involving at least 20 hours per week outside of normal class times) and it can be both physically and emotionally challenging. You will be assigned (once accepted by the agency) to a mental health setting where you will work with a variety of clients who are experiencing a wide range of problems. In addition to providing psychotherapy to individual clients, you will be engaged in

psychological assessment, group therapy, and interdisciplinary meetings. Approximately 20 hours per week will be spent onsite at your agency; you will receive at least 1 hour of individual supervision each week. As you can see, the practicum experience is intense and it should be reserved for a semester in which other demands on your time and energy are relatively light. Additionally, most sites require at least one letter of recommendation from a professor, a criminal background check, and a professional interview, in addition to a dress code, and adherence to ethical standards. It is at the discretion of the agency whether the administrators accept you as a practicum student. Failure to be accepted to a site disqualifies you from taking Practica II/III, which accrues supervised hours for licensure.

Electives

You may choose any graduate course, with the approval of the department offering the course, on campus to serve as an elective. Most students take additional courses in Psychology or Counseling, but your choices are up to you. Please note, however, that if you plan to seek licensure as a Licensed Professional Counselor (LPC), the Texas State Board of Examiners of Professional Counselors has its own specific requirements for licensure that exceed the coursework required of you for our Master's degree; for maximum efficiency in your training, you may wish to consult the LPC requirements when choosing your electives. For more information see Texas State Board of Examiners of Professional Counselors web site (<http://www.dshs.state.tx.us/counselor/default.shtm>). Although the courses are offered through the Department of Counselor Education, College of Education, there is no guarantee that the courses are offered for your convenience or need. Since approval to enroll involves approval from another department, the Department of Psychology and Philosophy cannot guarantee you will ever be able to enroll in the courses.

The Thesis Option

We encourage you to write a Master's thesis and have detailed the process later in this handbook. Generally, the thesis requires two semesters of work in order to design and propose the thesis (PSYC 6098 - Thesis I) and then conduct the study and defend it to one's committee (PSYC 6099 - Thesis II). Students in our Clinical track who do not write a thesis *must* select three Practitioner courses to replace a thesis. These courses are to be chosen from the specific block of psychology courses listed on the non-thesis degree. There is also the possibility that other practitioner-based courses on campus may substitute for these supplemental practitioner courses.

All the specific courses that constitute the 45-hour thesis option and the 48-hour non-thesis option are listed below. Additionally, in order to help you better plan your academic courses, you'll find the recommended course sequence for our clinical psychology students. Typically, our clinical students are divided into two different tracks (Track A and Track B). You will receive the same courses in these two tracks, but the timing of these courses has been altered for each track in order to allow you a smooth transition through our program and to make sure that the courses that you take have a manageable enrollment each semester. By meeting with the Coordinator when you begin the program, you're usually able to select the track that you prefer.

CLINICAL PSYCHOLOGY – THESIS CURRICULUM:

Required General Core Courses: Hours

Select One (3 hours):

<input type="checkbox"/>	PSYC 5332	Advanced Social Psychology	3
<input type="checkbox"/>	PSYC 5397	Advanced Developmental Psychology	3

Select One (3 hours):

<input type="checkbox"/>	PSYC 5336	Advanced Cognitive Psychology	3
<input type="checkbox"/>	PSYC 5360	Advanced Physiological Psychology	3
<input type="checkbox"/>	PSYC 5381	Advanced Learning Theory	3

Select One (3 hours):

<input type="checkbox"/>	PSYC 5387	Advanced Statistics	3
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Required Clinical Courses:

Each of the following (24 hours):

<input type="checkbox"/>	PSYC 5333	Theory and Research in Psychotherapy I	3
<input type="checkbox"/>	PSYC 5330	Psychopathology	3
<input type="checkbox"/>	PSYC 5394	Psychometrics	3
<input type="checkbox"/>	PSYC 5395	Assessment of Intelligence and Achievement	3
<input type="checkbox"/>	PSYC 5396	Assessment of Personality and Psychopathology	3
<input type="checkbox"/>	PSYC 6391	Practicum I	3
<input type="checkbox"/>	PSYC 6392	Practicum II	3
<input type="checkbox"/>	PSYC 6393	Practicum III	3

Thesis Electives:

Each of the following (6 hours):

<input type="checkbox"/>	PSYC 6398	Thesis I	3
<input type="checkbox"/>	PSYC 6399	Thesis II	3

Additional Electives (6 hours): from any graduate courses on campus

<input type="checkbox"/>	Elective	3
<input type="checkbox"/>	Elective	3

Total Hours = 45 hours

CLINICAL PSYCHOLOGY – NON-THESIS CURRICULUM:

Required General Core Courses:

Hours

Select One (3 hours):

_____	PSYC 5332	Advanced Social Psychology	3
_____	PSYC 5397	Advanced Developmental Psychology	3

Select One (3 hours):

_____	PSYC 5336	Advanced Cognitive Psychology	3
_____	PSYC 5360	Advanced Physiological Psychology	3
_____	PSYC 5381	Advanced Learning Theory	3

Select One (3 hours):

_____	PSYC 5387	Advanced Statistics	3
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Required Clinical Courses:

Each of the following (24 hours):

_____	PSYC 5333	Theory and Research in Psychotherapy I	3
_____	PSYC 5330	Psychopathology	3
_____	PSYC 5394	Psychometrics	3
_____	PSYC 5395	Assessment of Intelligence and Achievement	3
_____	PSYC 5396	Assessment of Personality and Psychopathology	3
_____	PSYC 6391	Practicum I	3
_____	PSYC 6392	Practicum II	3
_____	PSYC 6393	Practicum III	3

Supplemental Practitioner Courses:

Three of the following (9 hours):

_____	PSYC 5334	Theory and Research in Psychotherapy II	3
_____	PSYC 5339	Advanced School Psychology	3
_____	PSYC 5361	Neuropsychopharmacology	3
_____	PSYC 5381	Advanced Learning Theory	3
_____	PSYC 5382	Advanced Industrial/Organizational Psychology	3
_____	PSYC 5398	Advanced Child Assessment	3
_____	PSYC 6394	Practicum in Psychometrics	3

Additional Electives (6 hours): from any graduate courses on campus

Elective	3
Elective	3

Total Hours = 48 hours

CLINICAL PSYCHOLOGY COURSE SEQUENCE

TRACK A

YEAR ONE

Fall Semester

- _____ PSYC 5330 Psychopathology
- _____ PSYC 5333 Theory and Research in Psychotherapy I
- _____ PSYC 5394 Psychometrics
- _____ PSYC 5395 Assess. of Intell. & Achieve.

Spring Semester

- _____ PSYC 5387 Advanced Statistics
- _____ PSYC 5396 Assess. of Pers. & Psychopath
- _____ PSYC 6391 Practicum I
- _____ *Option*(PSYC 5397 - if not taking PSYC 5332)

Summer Semester

- _____ *Option* (PSYC 5336 or PSYC 5381 or None if taking PSYC 5360)
- _____ Elective (COUN 5370, COUN 5392)

YEAR TWO

Fall Semester

- _____ PSYC 6392 Practicum II
- _____ PSYC 6393 Practicum III
- _____ PSYC 6398 Thesis I (or Supp Prac Course)
- _____ *Option* (PSYC 5332 or PSYC 5360)

Spring Semester

- _____ PSYC 6399 Thesis II
- _____ Elective (COUN 5370, COUN 5392)
- _____ Supp Prac Course (if non-thesis) - COUN 6374

TRACK B

YEAR ONE

Fall Semester

- _____ PSYC 5330 Psychopathology
- _____ PSYC 5333 Theory and Research in Psychotherapy I
- _____ PSYC 5387 Advanced Statistics
- _____ *Option* (PSYC 5332 or PSYC 5360)

Spring Semester

- _____ PSYC 5394 Psychometrics
- _____ PSYC 5395 Assess. of Intell. & Achieve.
- _____ Elective (COUN 5370, COUN 5392)
- _____ *Option* (PSYC 5397 - if not taking PSYC 5332)

Summer Semester

- _____ *Option* (PSYC 5336 or PSYC 5381 or None if took PSYC 5360)
- _____ Elective (COUN 6374)

YEAR TWO

Fall Semester

- _____ PSYC 6391 Practicum I
- _____ PSYC 6398 Thesis I (or Supp Prac Course)
- _____ PSYC 5396 Assess. of Pers. & Psychopath
- _____ Supp Prac Course (if non-thesis)

Spring Semester

- _____ PSYC 6392 Practicum II
- _____ PSYC 6393 Practicum III
- _____ PSYC 6399 Thesis II (or Supp Prac Course)

REQUIREMENTS FOR THE SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

Our School Psychology program follows the specifications of the National Association of School Psychologists (NASP) for the training required of Licensed Specialists in School Psychology and designation as Nationally Certified School Psychologist. At 60 hours, the School Psychology degree plan is more extensive and entails fewer choices than our other Master's degree programs. However, the third year of School training involves an internship in a school system that usually pays you for your work, and the School track provides you training that meets NASP's national standards for certification for practice in schools.

General Courses

The General courses (or Psychological Foundation courses) that are required of you will ordinarily be offered once each year. Please plan accordingly.

Clinical Courses

Take note of these points:

- You should take PSYC 5333 (Psychotherapy) *before* you take PSYC 6391 (Practicum I). The two can be taken concurrently, but prior enrollment in Psychotherapy is preferred.
- Each year, one section of Practicum I has a School focus and is usually offered in the fall; try to take that section.
- You *must* take PSYC 5394 (Psychometrics) before you take other assessment courses.
- Your PSYC 6396/6397 (Practicum) courses differ from the PSYC 6392/6393 courses taken by the Clinical students. You'll work in a school setting, gaining practice in assessment and direct/indirect intervention.

Other School Courses

Some of the courses required of you are taught by other academic departments. The bad news is that we have no control over those courses and cannot offer them or squeeze you into them when you need them. The good news is that they are offered frequently, and you should be able to take them at times convenient for you if you plan ahead; please do so. All courses that constitute the 60-hour school program are listed below. Additionally, in order to help you better plan your academic courses, you'll find the recommended course sequence for our school psychology students below.

SPECIALIST IN SCHOOL PSYCHOLOGY CURRICULUM:

Psychological Foundations:

Hours

Each of the following (18 hours):

_____	PSYC 5330	Psychopathology	3
_____	PSYC 5361	Neuropsychopharmacology	3
_____	PSYC 5381	Advanced Learning Theory	3
_____	PSYC 5387	Advanced Statistics	3
_____	PSYC 5397	Advanced Developmental Psychology	3
_____	PSYC 7360	Multicultural Psychology (or BESL 5371, or COUN 5392)	3

Educational Foundations:

Each of the following (3 hours):

_____	PSYC 5035	Special Problems in Psychology/Admin.& Organization of Pub. Schools	3
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Assesment:

Each of the following (12 hours):

_____	PSYC 5394	Psychometrics	3
_____	PSYC 5395	Assessment of Intelligence and Achievement	3
_____	PSYC 5398	Advanced Child Assessment	3
_____	PSYC 6394	Practicum in Psychometrics	3

Intervention:

Each of the following (9 hours):

_____	PSYC 5333	Theory and Research in Psychotherapy I	3
_____	PSYC 5338	Consultation in School Psychology	3
_____	PSYC 5370	Academic Consultation in School Psychology	3

Professional Practice:

Each of the following (15 hours):

_____	PSYC 5339	Advanced School Psychology	3
_____	PSYC 6396	Practicum I: Counseling Practicum	3
_____	PSYC 6397	Practicum II: School Practicum	3
_____	PSYC 6371A	Master's Internship in Psychology: Part I	3
_____	PSYC 6371B	Master's Internship in Psychology: Part II	3

Additional Elective (3 hours):

_____	Elective	3
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Total Hours = 60 hours

SCHOOL PSYCHOLOGY COURSE SEQUENCE

YEAR ONE

Fall Semester

- _____ PSYC 5339 Advanced School Psychology
- _____ PSYC 5394 Psychometrics OR PSYC 5387
- _____ PSYC 5333 Psychotherapy I
- _____ PSYC 5338 Consultation: Behavioral

Spring Semester

- _____ PSYC 5387 Advanced Statistics OR PSYC 5394
- _____ PSYC 5397 Advanced Developmental
- _____ PSYC 5361 Neuropsychopharmacology
- _____ PSYC 5370 Consultation: Academic

Summer Semester

- _____ PSYC 5330 Psychopathology
- _____ PSYC 5381 Advanced Learning

YEAR TWO

Fall Semester

- _____ PSYC 6396 Practicum I
- _____ PSYC 5395 Assess. of Intell. & Achieve.
- _____ Elective (COUN 5399)
- _____ Elective (*optional*)

Spring Semester

- _____ PSYC 6397 Practicum II
- _____ PSYC 5398 Advanced Child Assessment
- _____ PSYC 6394 Practicum in Psychometrics

Summer Semester

- _____ PSY 5035 Adm. & Org. of School
- _____ COUN 5392 Cross Cultural Issues

YEAR THREE

Fall Semester

- _____ PSYC 6371A Master's Internship in Psychology

Spring Semester

- _____ PSYC 6371B Master's Internship in Psychology

REQUIREMENTS FOR THE CERTIFICATE IN GENERAL PSYCHOLOGY

You may pursue your certificate either on the Huntsville campus. Keep in mind that while the General Psychology certificate is offered at The Woodlands Center, the number and selection of courses offered each semester at this location may be somewhat limited. The certificate focuses primarily on the experimental core areas of psychology such as learning, physiology, neuropsychopharmacology, and developmental, but also allows individuals to pursue other research-based areas of psychology to further their expertise and training.

Required General Core Courses:	Hours
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Each of the following (12 hours):

_____	PSYC 5331	Graduate Seminar in General Psychology	3
_____	PSYC 5360	Advanced Physiological Psychology	3
_____	PSYC 5381	Advanced Learning Theory	3
_____	PSYC 5397	Advanced Developmental Psychology	3

Additional Electives (6 hours):

_____	PSYC 5332	Advanced Social Psychology	3
_____	PSYC 5336	Advanced Cognitive Psychology	3
_____	PSYC 5361	Neuropsychopharmacology	3
_____	PSYC 5388	Experimental Design	3
_____	PSYC 5392	History and Systems of Psychology	3

Total Hours =	18 hours
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CONDUCTING A THESIS PROJECT

A graduate student at Sam Houston State University writing a thesis must enroll in the appropriate thesis courses. Typically, a master's student is required to take at least six hours of thesis courses. Once a student enrolls in a thesis course, the student must continuously enroll in such a course every fall, spring, and summer semester until the signed thesis route sheet is received by the Registrar's Office. A student who is unable to work on the thesis for a period of time may present to the appropriate academic dean a written request for a leave of absence of up to one year. The dean's approval of such a request must be in writing. A student granted a leave of absence may not be enrolled in any coursework during this period. A student on a leave of absence will lose access to University services and must submit an Application for Re-admission to re-enter the program.

Thesis Committee

A thesis committee will be formed prior to enrollment in the first thesis/dissertation course. The committee must be composed of a chair and at least two additional members, all of whom have appropriate graduate faculty status. With the approval of the department chair, academic dean, and Dean of Graduate Studies the committee may include one member who is not employed by SHSU as per Academic Policy Statement 950601. Selection of the chair depends on student preference and faculty availability and expertise. After a faculty member agrees to serve as chair, the student will select the other committee members with guidance from the chair. The committee must then be approved by the chair of the major department and the appropriate academic dean. Any change in the composition of the thesis or dissertation committee will be approved in the same manner.

Prospectus

In consultation with the thesis chair, the student will select a subject of investigation and determine the availability of the required sources, facilities, materials, and equipment for the research and the writing of the thesis or dissertation. The student will prepare a prospectus which will specify the topic, detail the purpose of the proposed investigation, describe the proposed method(s) of investigation, indicate the relationship of study to relevant research and findings of scholars in the student's area of concentration, and provide a commentary on source materials and/or facilities available for the successful completion of the research. The prospectus shall be submitted to the thesis committee following the timelines outlined by the departmental or college policies. Upon committee approval, the signed prospectus is submitted to the appropriate academic dean for final approval. Any subsequent changes in topic or the proposed method of investigation must be

approved in writing by the committee and submitted for approval to the appropriate academic dean.

Preparation

To facilitate the preparation of the thesis, the student should refer to the *Directions on Form, Preparation, and Submission of the The Final Copies of Master's Theses and Doctoral Dissertations* at <http://library.shsu.edu/research/guides/thesis>.

Procedure

Candidates should be in regular contact with committee members throughout the thesis process. Candidates should allow committee members ample time to review draft versions of the thesis. The candidate should submit the completed thesis to the thesis committee at least two weeks prior to the scheduled defense. The following steps must be completed, most in the graduating semester. A list of semester specific dates may be accessed from www.shsu.edu/dept/graduate-studies/timeline.html.

1. A thesis proposal in the Department of Psychology and Philosophy typically consists of the first three chapters of the thesis: Introduction, Review of Literature, Methodology, and Results (speculation of statistical procedures likely to be used for statistical analysis). A copy of any measure used in the research proposal should be included in the Methodology chapter.
2. The thesis proposal must be defended during enrollment in Thesis I (PSYC 6398) to receive an "A" in the course. If proposal is not defended during Thesis I, grade issued is an IP (in progress), which turns to an "F" at end of the next semester IP persists.
3. The candidate shall submit at least one full draft chapter of the thesis to the Library for format and style review at least ten weeks prior to graduation.
4. The chair of the committee or the graduate advisor establishes a time and location for administering a verbal final defense of the thesis. The defense must be held at least six weeks prior to graduation. Attendance at the defense is open to the entire university community.
5. The thesis chair will submit a signed *Report of the Outcome of the Thesis/Dissertation Defense* to the appropriate academic dean.
6. Upon successful completion of the defense, the candidate should obtain signatures from the thesis committee on the title page and abstract of the thesis. Approval of thesis chair must also be obtained on the electronic route sheet. This electronic route sheet is generated by the student and will appear in the emails of thesis directors and co-directors, prompting them for approval. The link to the form is on the Graduate Studies web page: <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>. No later than four and one-half weeks prior to the end of the anticipated semester

of graduation, candidate should submit the completed, defended and signed thesis to the appropriate academic dean's office.

7. Upon receipt of approval from the academic dean, the original and the required number of acceptable copies of the thesis are taken to the Newton Gresham Library by the candidate no later than four weeks prior to the end of the anticipated semester of graduation. Reproduction of the thesis and binding costs are the responsibility of the candidate. The original copy will remain in the library collection.

COMPREHENSIVE EXAMINATIONS

You must take and pass a written Comprehensive Examination at the close of your training in order to claim your degree. The format of your comprehensive examination differs depending upon the specific program in which you are enrolled in. **General** students will take written comprehensive exams that are checked out and returned within 24 hours. **Clinical** students present two assessments to a committee of faculty as part of their practicum courses. **School** students must take and receive a passing score on the Praxis, the standardized examination required for professional licensure in school psychology. The specifics for comprehensive exams or “Comps” for each program are detailed in the program subsections that follow.

Regardless of the program, comp questions will demand well-integrated responses. You will be required to do more than recite information and define terms; you will be asked to apply the knowledge you have gained in coursework to problems relevant to your degree program. The goal of the comps is to measure your ability to synthesize the material to which you have been exposed.

You should sit for Comps after you have completed all the required core courses in your specialty, but before the semester in which you plan to graduate. **Clinical** students can ordinarily expect to integrate information drawn from (a) systems of psychotherapy, (b) psychopathology, (c) psychometrics, and (d) professional practice (including ethics). **General** students are responsible for (a) cognitive, (b) developmental, (c) learning, (d) physiological, (e) social, and (f) statistical and research methods.

In order to take the Comprehensive Examination for the General Program, you must notify the Coordinator of Graduate Studies of your intention to sit for your exam *at least 2 weeks before the designated test date*. You will do this by signing a formal appointment slip available from the Coordinator. If you fail to notify us at least two weeks in advance, you may have to wait to take your exam until the next test date during the following semester. Clinical students will complete the comprehensive exam as part of the PSYC 6392/6393 (Practicum II/III) sequence. School students must sign up for the Praxis at the appropriate time and place offered by the Educational Testing Service.

Comprehensive exams are not an arbitrary requirement; the process we use to develop the exams requires extensive planning. Your Comps will test you in your specific area of specialization. When we create an exam, the faculty who teach courses in a particular area create several sample questions in their areas of expertise. They then meet in committee to select and refine questions from those submitted and to produce the exam itself. Exams are only produced as needed, and we need a minimum of two weeks’

warning to create a given exam. *Plan ahead* and formally notify us of your intention to take your Comps, or there may be no exam available for you.

If you fail Comps, you must wait until the next test date, during the following semester, to retake your exam. You must also be an active student, registered for at least one three-credit class, to be eligible to take a Comprehensive Exam. For this reason, you should take Comps *before* the semester you plan to graduate, just in case. Moreover, even if you do a superb job on the exam, it's a nuisance to wait for the results to become available--typically just two weeks before graduation--to find out where you stand. If you fail Comps twice, you will need to petition our Dean in writing for permission to take the exam a third time. The Dean may, and often does, require remedial coursework before granting such a petition. If you fail Comps a third time, outright dismissal from the program is very likely.

For these reasons, you should not take Comps without taking them seriously. Allow us to offer these suggestions when you take your exam:

- Organize your answers!
- Make a point-by-point outline before beginning to answer a question.
- Be certain each point is relevant to the question asked.
- Address all points within the question.
- Make your organization economical and avoid repetition.
- Stay focused on the issues.
- A very good answer to a question that wasn't asked may be a very poor answer.
- Be certain any factual assertions you offer are actually correct. You may wish to say that you would research an appropriate test for a particular population or review the relevant diagnostic criteria pertaining to a case instead of making an assertion that is incorrect.
- Always give credit for materials you are using. In other words, cite all of your sources using proper APA citation formatting.

Comprehensive Exams in the General Psychology Program

If you are in our General Psychology Program, Comps are given three times a year on campus, typically on the second Thursdays of April, June, and November. *Check with the Coordinator of Graduate Studies for the exact date for a particular semester*; when the annual convention of the Southwestern Psychological Association falls on the second Thursday of April, Spring Comps are often moved to the

following week. You are responsible for ascertaining the place, date, and time for your exam. The examination will be made available to you in the office of the Coordinator of Psychology MA Programs on the appropriate Thursday. If there are a majority of requests to email exams, all exams must be emailed at the same time to make sure all have access at the same time. Administration of the comps will be in the form of a take-home test, and you will sign out your test at that time. You will be allowed 24 hours in which to complete your responses to the examination questions. Your responses must be returned by the same time the next day. Of course, this means that you are free, as in the real world, to consult reference materials in order to produce your responses. With the additional time and resources, your responses will be held to a very high standard. Your work, of course, is to be your own. You should **not** consult with colleagues about the answers. You should also be aware that TurnItIn.com may be used to check for answers appropriated inappropriately. Additionally, once you sign out the exam, you have agreed to take the exam and your resulting score will be part of your academic record. Thus, if you decide that you would rather take the exam the following semester, you will still receive a score for the exam that you had checked out.

Doing poorly on one or more questions doesn't necessarily mean that you will not pass your exam, but it does make failure more likely. After you submit your Comps, your answers are photocopied and disseminated to the faculty with your name removed. Each of your answers is read by two members of the faculty, using a rubric. Scores are totaled for each question and decisions made as follows: <18: Failure; 18-24: Pass; 25-30: High Pass. This criterion allows different trajectories to success. Even if you do not do well on one question, you may pass if you do quite well on the remaining questions; alternatively, mediocre performance on all questions can also pass if there are no glaring weak spots. However, if you fail one question by one faculty member, that question goes to a third reader. If both readers/faculty members fail you, that question is failed.

Comprehensive Exams in the Clinical Psychology Program

As you end your training in the Sam Houston State University Master's Program, you should have gained extensive knowledge, skills, and experience during your studies with us. Thus, the primary purpose of the clinical comprehensive exam is to make sure that, before you graduate, you have developed into a competent clinician who is able to think, reason, and behave like a professional in the field. The clinical comprehensive exams will help to assure us that this is the case. Comps for the clinical program will be scheduled during your PSYC 6392/6393 (Practicum II/III) course and will consist of two oral defenses based upon two elements: (1) a treatment case study and (2) an assessment study (each of which is described below). The defense of each of these elements is typically spread out at different times during the semester

will hear your defense for each element and will ask you additional questions or request clarification of answers that they feel weren't clear. Using a scoring rubric (which is provided later in this handbook), you will receive a score from each committee member and will be notified by the Coordinator of Graduate Studies whether you passed or failed each element. This notification, while it could take longer, is typically given within 24 hours.

Case Study

For the case study portion of your comprehensive exams, you will present a current clinical case from your practicum site. You will essentially guide the committee through your thought processes and considerations for this specific case. Specifically, you must evaluate any considerations for this case, determine specific issues regarding this case and what information led you to these considerations, determine a diagnosis for the case, and provide a complete treatment plan for this case. A rubric will be provided to help you craft the case study which will be presented to your practicum class and the faculty committee.

Assessment Study

For the assessment portion of your comprehensive exams, you will present a current clinical case from your practicum site. If your site does not conduct assessments, you may use a volunteer through the Psychology Experimental Research Participation (PeRP) site. You will be required to determine which assessment was necessary for this case and explain your reasoning, provide the assessment, interpret the scores from each assessment, and provide a final evaluation. You may be asked to provide the strengths and weaknesses of each of the assessment instruments that you've selected and explain why you didn't select other instruments. A rubric will be provided to assist you in the crafting of the presentation that will be presented to departmental evaluators.

To provide you with a better understanding of the types of information that will be expected from you during your case study and assessment presentations, we've provided some sample scoring rubrics below. As you prepare for your comprehensive exam defense, please be aware of each of these items and be prepared to address each in your oral defense. In addition to these issues, your committee may ask you other relevant information that they feel you should know and that demonstrate your competence as a clinician.

Capstone: Psychotherapy Case Study

Evaluators _____

Student Name: _____ Date: _____

CATEGORY	Poor	Fair	Good	Excellent
Informed Consent	0 Not addressed or discussed with client	1 Consent forms signed without discussion	3 Briefly discussed	5 Thoroughly discussed
Presenting Problem	0 Presenting concern not identified	3 Discussed two of following: onset, course, duration, frequency, or intensity	4 Discussed three of following: onset, course, duration, frequency, or intensity	5 Thoroughly discussed all of following: onset, course, duration, frequency, or intensity
Assessment of Presenting Problem	0 No assessment provided	3 Discussed what makes problem better or worse	4 Discussed what makes better and what makes worse	5 Thoroughly discussed what makes better and what makes worse
Reasoning for Working Hypothesis	0 No working hypothesis	4 Determined a working hypothesis	7 Chose a working hypothesis with adequate reasoning	10 Articulates careful reasoning for choosing the working hypothesis as well as what diagnoses need to be ruled out
Related Research	0 No related research sources	5 Mentions research but not related to presenting problem	10 Discussed research related to presenting problem	15 Discussed evidence-based research related to presenting problem and its influence on treatment plan
Treatment Plan DSM-5 Diagnosis	0 Inaccurate diagnosis	4 Incomplete diagnosis	7 Complete accurate diagnosis provided	10 Discussed reasoning and justification for complete accurate diagnosis

Treatment Plan Client Strengths	0 No client strengths	3 Discussed client strengths that could impact successful treatment		
Treatment Plan Client Weaknesses	0 No client weaknesses	3 Discussed client weaknesses that could impact be detrimental to successful treatment		
Treatment Plan Measurable Goals in Collaboration with Client	0 No treatment goals	3 Discussed treatment goals with no assessment modalities identified for success and termination and no collaboration with client	7 Discussed treatment goals with assessment modalities identified for success and termination or collaboration with client but not both	10 Discussed treatment goals with assessment modalities identified for success and termination and collaboration with client
Treatment Plan Approximate Duration	0 No approximate duration stated	3 Approximate treatment duration stated	4 Discussed approximate treatment duration provided with plausible reasoning	5 Thoroughly discussed approximate treatment duration provided with plausible reasoning
If Continued Treatment is Recommended – Suggestions for New Therapist	0 No recommendations provided	5 At least one clearly identified recommendation for continued treatment	7 At least two clearly identified recommendations for continued treatment	10 Thoroughly discussed at least two clearly identified recommendations and justification for continued treatment
Current Treatment and Client Response	0 No update on treatment and client response	5 Client response	12 Treatment related to presenting problem	19 Thoroughly discussed treatment related to presenting problem and evidence-based research and assessment of client response to treatment goals

FINAL EVALUATION: PASS FAIL

Evaluator Feedback Comments

**Masters in Clinical Psychology
Capstone Scoring: Assessment**

Student: _____

Date: _____

Evaluator: _____

	<i>Unsatisfactory</i>	<i>Partial Credit</i>	<i>Satisfactory</i>
1. Referral Information			
A. Presented detailed patient identifying information	0	1	2
B. Appropriately discussed referral question	0	1	2
2. Background & Social History			
A. Gathered sufficient background data relevant to referral question	0	1	2
B. Discussed background areas not assessed that may be relevant to answering referral question	0	1	2
3. Clinical Assessment			
A. Assessed symptoms relevant to referral question	0	1	2
B. Assessed additional symptoms to rule-out other explanations for presenting problem	0	1	2
C. Discussion of onset and course of symptoms	0	1	2
D. Discussion of frequency, intensity, and duration of symptoms	0	1	2
E. Discussion of aggravating and palliative factors	0	1	2
F. Discussion of risk to self or others	0	1	2
4. Psychological Testing			
<i>A. Intellectual testing</i>			
a. Appropriate for referral question	0	1	2
b. Provided justification for use (e.g., appropriate measure, appropriate for evaluatee)	0	1	2
c. Discussion of appropriateness of summary/global scores (e.g., FSIQ, index/cluster scores, GAI)	0	1	2
d. Correct interpretation	0	1	2
<i>B. Achievement testing</i>			
a. Appropriate for referral question	0	1	2
b. Can provide justification for use	0	1	2
c. Discussion of appropriateness of summary/global scores (e.g., index/cluster scores)	0	1	2
d. Correct interpretation	0	1	2
<i>C. Personality testing</i>			
a. Appropriate for referral question	0	1	2
b. Provided justification for use	0	1	2
c. Discussion of test validity	0	1	2
d. Correct interpretation	0	1	2
5. Summary/Integration			
A. Integrated all data sources	0	1	2
B. Discussed assessment strengths	0	1	2
C. Discussed assessment limitations	0	1	2

Unsatisfactory Partial Credit Satisfactory

6. Multicultural Issues

A. Addressed multicultural/diversity issues present	0	1	2
B. Discussed impact of multicultural/diversity issues on assessment process	0	1	2
C. Discussed impact of multicultural/diversity issues on assessment outcome	0	1	2
D. Discussed multicultural/issues considered in recommendations	0	1	2

7. Diagnoses

A. Diagnoses provided are appropriate	0	1	2
B. Provided justification/explanation for diagnoses	0	1	2
C. Provided justification/explanation for diagnoses considered but ruled-out	0	1	2

8. Recommendations

A. Relevant to referral question	0	1	2
B. Follow from assessment data	0	1	2

Overall Evaluation Comments

FINAL EVALUATION: **PASS** **FAIL**

Evaluator Feedback Comments

Comprehensive Exams in the School Psychology Program

If you are in our School Psychology track, your exam will be the national licensing examination, the Praxis, used by the National Association of School Psychologists; you must take the exam at a time and place scheduled by the Educational Testing Service and receive a minimum score of 165 in order to pass your comprehensive exam requirement. For information about the Praxis test, obtain a practice test, or to register to take the test, go to www.ets.org/praxis. For additional information about the Praxis, see your academic advisor.

SCHOLARSHIP

For a comprehensive list of graduate student Degree Requirements and Academic Guidelines, go to the following link to the online version of the university's Graduate Catalog: <http://www.shsu.edu/graduate-catalog/2015-2016/degree-requirements-and-academic-guidelines.html>.

You are expected to perform well in all of your classes; the minimum grade-point average (GPA) we will accept from you is 3.0. If at any time during your graduate career your GPA falls below 3.0, you will be placed on academic probation and must bring it back above 3.0 by the close of the next semester or summer session in which you are enrolled. If you do not do so, you will automatically be dismissed from our graduate program. Moreover, regardless of how well you are doing in courses outside the Psychology Department, you must also maintain at least a 3.0 average in all the psychology courses you take. Grades of "C" denote undesirable performance. If you receive a "C" in a psychology course, you must regain a 3.0 GPA in your psychology studies by receiving a grade (or grades) of "A" in other psychology graduate courses offered by SHSU. You cannot remediate academic jeopardy in psychology courses by performing well in courses outside the department.

No matter how well you are doing in your other classes—that is, no matter what your GPA is—receiving a second course grade of "C" at any time during your graduate career will trigger a formal review of your graduate status by our Candidacy Committee. The committee may simply issue a warning, but it can also recommend (a) additional undergraduate stem work, (b) additional or repeated graduate coursework, or (c) dismissal from our graduate program.

Finally, a third grade of "C" or any grade of "F" received at any time during your graduate studies will result in automatic dismissal from our program, regardless of your GPA at the time. If there are circumstances that are influencing your academic work adversely, please speak with the Coordinator regarding your options.

Any appeal for a review of these academic actions, including the decisions of the Candidacy Committee, should be submitted in writing to the Dean of the College of Humanities and Social Sciences. The Dean ordinarily consults with the Department in deciding such issues, and several outcomes are possible: The student may be allowed another probationary enrollment period, be required to take additional or repeated coursework, or be dismissed from the program. In the majority of cases that reach this point, a student's admission to psychology graduate study is terminated.

Course Load

Full-time enrollment during the fall or spring semesters—or during the combined summer sessions—is 9 credit hours. The maximum permissible load during the fall or spring terms is 12 hours of coursework. The maximum permissible load is 6 hours during a single summer session of five weeks. Maximum loads should be chosen judiciously. If you take four courses, try to arrange a mix of more and less demanding courses; some four-course loads are difficult to survive and your Coordinator will be glad to advise you.

Transfer Credit

The University may accept up to 12 hours of coursework at other accredited universities toward any of our Master's degrees and up to 15 hours towards the Specialist degree. It's relatively easy for us to accept transfer credit that replaces electives in our degree plans. However, if you wish to use transfer credit to replace any of our required courses, you'll need to notify the Coordinator of Graduate Studies in writing. The Coordinator will need documentation of the content of your course (e.g., the course syllabus) along with your request. This information is typically given to the faculty member who teaches our similar course for review. Only if our faculty agree that your transfer courses sufficiently duplicate the material we require will transfer credit be granted. Please note, too, that our Dean must also agree that transfer credit is suitable before it will be allowed.

CLINICAL TRAINING

Our Clinical and School programs involve applied professional training. Graduates of the programs will be eligible to seek professional licensure and, ultimately, they may diagnose and treat individuals with various mental disorders. As a result, Clinical and School students must demonstrate competence in clinical psychological practice.

Clinical Privileges

Upon enrollment in PSYC 6392 and PSYC 6393 for clinical students or PSYC 6371 for school students, students shall be granted clinical privileges. These privileges mean that they are permitted to engage in clinical psychological activities as directed by, and under the supervision of, the faculty members involved in their training. To maintain these privileges, students must continue to demonstrate a level of clinical competence appropriate to their level of training and development.

Supervision/Oversight/Evaluation

Clinical and School faculty must balance their roles as instructors/mentors with that of gatekeepers who are responsible for credentialing future members of the profession. Consistent with the Ethical Principles under which psychologists operate, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions in which student needs are pitted against potential social harm that might be engendered by allowing a student to continue in the program, the benefit of the doubt will always go to the prevention of social harm. Under no circumstances will any faculty member be required to provide clinical supervision to a student whom the faculty member believes to be clinically incompetent.

Clinical competence encompasses the application of techniques of assessment and treatment learned in the classroom to actual clinical situations. However, it also includes appropriate professional demeanor and the practical application of ethical principles, as well as the ability to work and consult with other professionals, to function as both supervisor and supervisee, and to project an appropriate professional image to the public. This involves the development of both technical expertise and interpersonal skills. Deficiencies in clinical competence may arise from a lack of technical training, interpersonal problems, problems with supervision, or emotional instability. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there are professional obligations. Ethical principles obligate psychologists to refrain from engaging in professional activity when they know that personal problems may

prevent them from performing competently. Clinical supervisors, therefore, have a special obligation to note personal problems that may interfere with a supervisee's clinical performance and to take appropriate remedial action (such as professional assistance or consultation or limiting/suspending work-related activities).

Remediation

When deficiencies are identified, the first steps are taken within the context of regular supervision. Specific strategies may include increased levels of supervision, a change of supervisor, a reduction in case load, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, or more emphasis on the therapist as person).

The Department also maintains a standing Practicum Committee that consists of the instructors of the practicum courses and any other clinician who provided supervision during the semester. Supervisors from outside practicum sites may be invited to participate at the discretion of the Practicum Committee. If at any time during the semester a supervisor identifies significant deficiencies and the student seems unresponsive to initial interventions, the Practicum Committee may be convened in special session. Students will be given the opportunity to meet with the committee to discuss specific feedback if they wish.

If functional deficiencies are identified by the Practicum Committee, remedial measures must be considered. Functional deficiencies may include a lack of technical expertise that would be expected of a student at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns, inappropriate professional demeanor, or deficits in interpersonal skills that impair the formation of appropriate clinical relationships. When such deficiencies are identified, the Practicum Committee will work with the student to formulate a written remediation plan that will include (a) a description of the specific deficiencies, (b) an outline of the goals of remediation, (c) a definition of specific strategies to be applied, (d) the criteria for successful remediation, and (e) the timeline for review of the remediation plan.

Remediation plans must, by nature, be individualized, and depending upon the particular problem situation, a wide range of interventions might be applied. These may include (a) self-structured behavioral change, (b) additional field experience, (c) additional coursework, (d) additional practica, (e) specialized tutoring/mentoring, (f) a reduction in case load, or (g) a leave of absence. If personal or personality difficulties appear to be precipitating the functional deficiencies, other strategies may include: (a) mobilization of additional support systems, (b) an independent assessment, or (c) personal therapy. In no case, however, will psychological assessment or personal therapy of a student be conducted by a member of

the Clinical or School faculty. It will be up to the Practicum Committee to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation.

Withdrawal of Clinical Privileges

A student who fails to attain an adequate level of clinical competence, despite remediation efforts, will have all clinical privileges withdrawn. This will preclude successful completion of the Clinical or School programs. When clinical privileges are withdrawn, the student will receive written notice of the reasons accompanied by copies of all prior clinical evaluations, remediation plans, and appeal procedures. The decision to withdraw clinical privileges will be one that is made by the faculty members of the entire Psychology Department who have been trained as clinical or school psychologists.

The clinical standards to which students will be held with regard to clinical competence will, of course, be a function of development. No student will be held to the standard of an experienced clinician. Nevertheless, at any time, certain behaviors will constitute grounds for dismissal from the program on the grounds of inadequate clinical competence. Among these are (a) gross ethical violations that the student is or reasonably should be aware; (b) clinical practices that, by act or omission, constitute a serious threat to client welfare and that are inconsistent with the student's level of training and experience; (c) failure to recognize situations that necessitate consultation with one's clinical supervisor; and (d) consistent failure to make adequate progress in the acquisition of clinical skills.

Appeals of Withdrawal of Clinical Privileges

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Sciences in writing within 60 days of the decision.
2. The Dean, within 30 days of receipt of the appeal request, shall convene a panel of at least three members of the Sam Houston State University graduate faculty to hear the appeal. No members of the Practicum Committee responsible for the original decision may serve on the panel hearing the appeal.
3. The student shall be given 7 days written notice in advance of the scheduled appeal by first class mail addressed to her or his address of record.
4. One member of the panel shall be designated by the Dean as the Chair, and that person shall conduct the proceeding.
 - (a) At the appeal proceeding, one member of the Practicum Committee will present the evidence on

which the committee's decision was based.

(b) The student will have an opportunity to challenge the evidence offered on behalf of the committee and present testimony and other relevant evidence on his/her behalf.

(c) Formal rules of evidence will not apply.

(d) The panel's decision shall be by simple majority and will be final.

5. If the panel decides in favor of the student, the clinical committee will reverse the decision to withdraw privileges and will determine the proper remedial training efforts for the student, if any, and the student will be allowed to continue in the program.

PROFESSIONAL INVOLVEMENT

We encourage you to take every opportunity to begin establishing yourself as a professional scientist-practitioner from the beginning of your training. Consider joining professional associations in your area(s) of interest; most provide student memberships at reduced rates that entitle you to receive one or more journals and provide you with information about regional and national meetings. The meetings themselves are often great fun, and presenting a paper or poster at one of them is a wonderful experience and accomplishment. Regional and national meetings that are frequently attended by faculty and students from our program include the following:

- American Psychological Association (APA)
- Association for Psychological Science (APS)
- American Psychology-Law Society (APLS)
- International Association for Relationship Research (IARR)
- Society for Personality and Social Psychology (SPSP)
- National Association of School Psychologists (NASP)
- Southwestern Psychological Association (SWPA)
- Texas Psychological Association (TPA)
- Texas Association of School Psychologists (TASP)
- Sam Houston Area Psychological Association (SHAPA)

Travel Assistance for Professional Activities

To help students defray expenses incurred in participating in professional scholarly conferences and other such activities, the Department of Psychology is sometimes able to offer small travel subsidies. In asking for assistance with travel to a conference, the student must (1) provide evidence that her or his paper has been accepted at the meeting; (2) submit a formal request for travel assistance to the Chair of the Department of Psychology or to Rhonda Reddoch, secretary in the Department of Psychology; (3) observe all University requirements concerning travel, primarily the filing of a travel request form (available from the Graduate Secretary) with the University Travel Office. In order to qualify for travel assistance, the student must apply at least one-and-a half months in advance and preferably at the beginning of the academic year, when travel funds are allocated. Other funding for travel is offered by the Office of Graduate Programs at <http://www.shsu.edu/dept/graduate-studies/>.

FINANCIAL AWARDS

The University offers several types of financial awards to eligible graduate students. The amounts may vary from year to year. These include

1. *Scholarships* – Various scholarships are awarded each semester, subject to availability of funds and eligibility. Additionally, scholarship recipients of \$1000 or more qualify for in-state tuition rates. In particular, the College of Humanities and Social Sciences makes some awards on a competitive basis to beginning students who have GRE scores of at least 1080 and GPAs of 3.5. Current students may apply for the same scholarship and are expected to have GRE scores of at least 1080 and GPAs of 3.7 or better in their graduate courses. The College awards are made each semester and must be applied for prior to each semester. The application deadlines are mid-November for spring awards, mid-May for summer awards, and early July for fall awards. You may obtain the scholarship application from the College of Humanities and Social Sciences or go to the following link: <http://www.shsu.edu/academics/humanities-and-social-sciences/scholarships.html>. For more information about the CHSS scholarship, contact Ms. Christine Reeder, Administrative Assistant in the College of Humanities and Social Sciences, by either phone (936-294-2206) or e-mail (creeder@shsu.edu). Another scholarship is offered by the Office of Graduate Studies. The link to the application form for the Graduate Studies scholarship is <http://www.shsu.edu/dept/graduate-studies/scholarships.html>. Contact the Office of Scholarships for additional information about other scholarship programs. Their number is provided in the “Other Useful Phone Numbers” section of this handbook.
2. *Teaching and Research Assistantships* – The Department of Psychology and Philosophy is able to award a limited number of teaching or research assistantships to graduate students. Other assistantships working with designated faculty members are also available on a competitive basis. If you are interested in such opportunities, obtain an application from Rhonda Reddoch, the Department Secretary. See below for additional information regarding teaching assistantships.
3. *Assistant Instructorships* – Students who have completed at least 18 hours of graduate study may qualify to serve as instructors of record for certain courses. Register your interest in such a position by completing an application form available from Rhonda Reddoch, the Department Secretary. See below for additional information regarding Assistant Instructorships.
4. *Financial Awards through the University Financial Aid Office* – There are also the usual sources of support available from the Office of Financial Aid. These include

- a. Grants
- b. State Tuition Exemption Programs
- c. Various Student Loans

Visit the Financial Aid and Scholarship Office to search for the various funding opportunities (<http://www.shsu.edu/dept/financial-aid/>). You may also want to pay special attention to the ScholarX program which allows you to fill out a single scholarship application for eligibility for various scholarships. The ScholarX Program automatically matches students with scholarships for which they qualify. By filling out a single on-line application, the student files for all available scholarships on campus, some of which she or he may not have known about previously. For information about the ScholarX Program and a link to the application form as well as additional scholarship information, go to the following website: <http://www.shsu.edu/dept/financial-aid/scholarships/index.html>.

EMPLOYMENT AS A TEACHING ASSISTANT, RESEARCH ASSISTANT, OR INSTRUCTOR

The Department of Psychology is able to award a limited number of graduate or research assistantships to graduate students. These assistantships are available on a competitive basis and are dependent on budgetary constraints and departmental funding.

Graduate Assistantships – Students who are interested in serving as a graduate assistant are encouraged to do so. There are typically a number of assistantships available for various courses. Several of these assistantships are awarded to individuals who are interested in teaching the research methods or statistics laboratories, but several others are available for regular, lecture-based courses. The work that you'd be asked to do varies greatly depending upon the course and the instructor that you would be assisting. GAs are typically asked to grade exams, record grades, accept assignments, make copies, hold office hours to assist students, and generally provide other clerical duties for the instructor. If interested, you may be given the opportunity to guest lecture in the course. GAs for laboratory courses are often asked to handle a higher workload such as lecturing more often and grading papers in addition to the above-mentioned activities. GAs are typically asked to work 10 hours per week as part of their assistantship.

Other Opportunities for Students.

1. Teaching Assistantships – Students who have completed at least 18 hours of graduate study may qualify to serve as instructors of record for certain courses. Assistant Instructors would be responsible for teaching a class and handling all of the duties involved including lecturing each class period, making assignments, grading assignments, recording grades, holding office hours, etc. Students interested in serving as an Assistant Instructor need to be qualified to teach a specific course by having the minimum of 18 hours of graduate study and, more specifically, having completed the graduate-level course in the specific content area. For example, if one is interested in teaching Cognition at the undergraduate level, it would be very advantageous if the student had successfully completed the Advanced Cognition course at the graduate level.
2. Research Assistantships – Students interested in working as a research assistant should contact specific faculty members directly. (Unfortunately the opportunities for receiving a paid research assistantship are fairly rare for masters-level students). These positions are typically given to doctoral students, although it is possible for a well-qualified master's student.

If you are interested in serving as a graduate assistant, assistant instructor, or a research assistant, obtain an application from Rhonda Reddoch, the Assistant to the Chair. Other assistantships working with designated faculty members are also available on a competitive basis.

STANDARDS OF PROFESSIONAL CONDUCT FOR GRADUATE ASSISTANTS

As employees of Sam Houston State University and the State of Texas and as representatives of the Department of Psychology, graduate assistants must comply with the rules of professional conduct and ethical behavior to which all other faculty and staff are bound, including FERPA and Title IX regulations.

While the Chair of the Department of Psychology and the immediate supervisors of graduate assistants try to make reasonable accommodations for graduate student assistants, graduate assistants are employees who, like all other Psychology faculty and staff, must comply with assignment schedules.

GROUND FOR DISMISSAL FROM ASSISTANTSHIPS

Gross violation of University policy, criminal violation of Texas state and United States federal laws, or failure to comply with workload expectations will result in dismissal from the graduate assistantship, either by non-renewal of the assistantship appointment at the end of an academic year, termination at the end of the semester, or immediate dismissal.

Dismissible offenses include, but are not limited to, the following:

- Clear violations of ethical conduct, including violations of confidentiality
- Failure to fulfill teaching duties, tutoring obligations, and editorial and research assignments
- Unwillingness and/or failure to respond to supervision or remediation
- Misrepresentation of credentials
- Conviction for academic dishonesty in classwork
- Failure to maintain academic good standing

STUDENT SERVICES

Library

Of course, the library subscribes to various journals that are available electronically and in print as well as books. In fact, the library holds over 1.3 million books, bound periodicals, and government documents and a variety of formats, including multimedia, digital collections, microforms, microfiche, phonograph records, videotape, and newspapers. Other groups of materials housed in the Newton Gresham Library include paperbacks for recreational reading, current periodical issues, new books, and a children's literature collection. A multimedia lab, music listening room, study carrels, a small lounge area furnished with vending machines, a coffee shop, and a copy center, including a public fax machine, are provided for the convenience of students and faculty. Library holdings information may be electronically accessed through an online catalog from hundreds of library and campus computer workstations, as well as remotely via the Internet. The Library also has a team of professional librarians, support staff, and student assistants to provide reference, interlibrary loan, circulation, acquisitions, and other library services to the faculty and students of the University. Contact Library Services if you're interested in any of the excellent services offered by the Library. Additionally, take advantage of the tutorials offered by the Library that will show you how to use Illiad, our impressive interlibrary-loan system; Refworks, the coolest referencing software ever; or even PsycInfo, THE search engine for scholarly psychology materials.

Computer Services

You have access to all the marvels of the Sam Houston State University network. Importantly, the Psychology Graduate programs maintain a listserv to which faculty and students frequently post messages. You are encouraged to become a member of the list by visiting the PsychMasters site (<http://lists.shsu.edu/mailman/listinfo/psychmasters>) and filling out the subscription form you'll find there. This is a primary way that the Coordinator of Graduate Studies will contact you about advising, job openings, scholarships, internships, social get-togethers, etc. In addition, there are various computer programs that, as a student of SHSU, you have access to all over campus and some you may access remotely. Visit the Office of Information Technology's website (http://www.shsu.edu/~ucs_www/) for a list of programs that are available to you. You may also find helpful links concerning user accounts, wireless access, computer labs, and various other technology-related information that will be very helpful to you.

Duplication & Printing Services

The University provides photocopy services for students in the Newton Gresham Library and at the Sam Houston Press. Check the Press offices for very competitive prices when you have large copying jobs. There are also several commercial establishments near the campus which offer photocopying services at reasonable rates. Additionally, the Library also provides excellent, low-cost printing services for conference posters that are used extensively by faculty and students alike.

MISCELLANEOUS ISSUES

Leave of Absence

We welcome part-time students, and we will also understand if you need to interrupt your studies for some period of time. Simply notify the Coordinator of Graduate Studies if you wish to take a semester off. When you return to us, you'll merely need to notify the Dean of Graduate Studies of your formal intent to return by completing an Application for Reinstatement form that you'll find online at http://www.shsu.edu/~reg_www/forms/forms.html. No application fee will be required if your leave is 1 year or less; the form will simply be used to update your enrollment status in the University's records.

You need to do nothing at all if you wish to take a summer off. You need not take classes during the summer to be considered to be making normal progress toward your Master's degree. Do note, however, that you have only six years from the date of your first enrollment to claim your degree. After six years have elapsed, your old coursework may no longer be applied toward our degree requirements unless you have special dispensation from the Dean of Graduate Studies.

Resignation

As per SHSU guidelines for resignation (official withdrawal) from a course from the University, a student must notify the Registrar's Office and process a Resignation Request. The Resignation Request must be in writing and becomes effective on the date received by the Registrar's Office. The effective date of the Resignation Request, as received by the Registrar's Office, is the date used for determining any refund as authorized in the State Refund Policy (see below for the State Statutory Refund Schedule). The student is responsible for clearing all debts owed to the University. A student who wishes to drop all courses must officially resign. **A student who discontinues attending class and fails to officially resign from the University will receive the grade of "F" in each enrolled course.** A student who resigns after the 12th class day of a regular semester or after the 4th class day of a summer session will receive a mark of "W" for each enrolled course. A student who resigns from the University while enrolled in a course whose duration is less than a normal term will receive a mark of "W" if the resignation occurs after one-half of that course time has been completed.

State Statutory Refund Schedule of Tuition and Fees

Fall and Spring Semesters Refund Schedule

Before the 1st class day	100%
1st class day through 5th class day	80%
6th class day through 10th class day	70%
11th class day through 15th class day	50%
16th class day through 20th class day	25%
Thereafter	No refund

Summer Sessions Refund Schedule

Before the 1st class day	100%
1st class day through 3rd class day	80%
4th class day through 6th class day	50%
Thereafter	No refund

Research Projects

Everyone is invited to participate in the faculty's various research programs, and you are strongly encouraged to gain research experience if you plan to pursue doctoral study. PSYC 5035, our Independent Study course, can give you elective credit for organized research experiences with faculty members. At the Psychology Department homepage you will also find a "Research Assistantship" link that lists faculty seeking help with their research. You may also want to browse the list of faculty members to see what kinds of research they're interested in. In the "Your Faculty" section of this handbook, you can find research descriptions for each of the faculty. If you share interests with a faculty member, make an appointment and discuss the possibility of serving as a research assistant. This can be one of the most fruitful ways to help you develop as a researcher and will expose you to the various research projects being conducted in the department. This process of finding a faculty member to work with is an informal process at SHSU and you are welcome to work with more than one faculty member as we don't subscribe to the mentor model of training as some schools do.

Student - Faculty Relations

The faculty members of the University compose a community of scholars who are devoted to teaching, research, sharing of knowledge, and community service. Foremost among these commitments is providing meaningful learning experiences for students. A significant and valuable part of your educational experience may be missed if you fail to avail yourself of faculty counsel and advice about their courses and your vocational goals. We strive for collegial, mutually respectful relationships between faculty and

students in our Master's programs and expect professionalism and integrity from everyone.

Collaborative Relationships

In collaborative research, (a) faculty and students should discuss ownership of data and authorship on presentations/publications early enough in the process so that all are aware of their roles and expectations, and (b) faculty and students should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards (<http://www.apa.org/ethics/code/>).

Multiple Relationships

According to American Psychological Association (APA) standards, a multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role/relationship with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person. Examples of multiple relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, long-time personal friendships, family relations, etc. The effects of multiple relationships are not limited to the individuals involved; such relationships potentially affect others in our programs, and, ideally, multiple relationships should be avoided. In the event that a situation with multiple relationships arises, however, it is important that the multiple relationships become known to others rather than be kept a secret. Should multiple relationships exist, the guidelines are as follows: A faculty member involved in multiple relationships should not (a) instruct or supervise that student, (b) participate in the research or clinical guidance of the student, or (c) participate in the evaluation process of the student. Depending on the nature of the multiple relationships, these guidelines apply even if the relationship has been terminated.

Misunderstandings

Occasionally, as is true in all human interactions, misunderstandings may arise between a professor and a student concerning grading, classroom participation, and so forth. The accepted

philosophy of the academic community maintains that professors completely administer each class they teach, subject to the policies of the college and the University. The faculty have developed a problem-solving procedure that we hope will represent an effective, quick resolution to faculty-student problems:

1. Faculty and students are encouraged to discuss and resolve disagreements/problems informally.
2. If informal discussion fails, either the student or the faculty member can request a meeting with the Chair of the Department, who will meet with the faculty member and the student.
3. If the issue is still not resolved, the student should refer to the University Grievance Procedures, which are online at http://www.shsu.edu/dept/dean-of-students/std_grievance_proc.html.

Academic Honesty

The University's Code of Student Conduct and Discipline expects you to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity both in and out of the classroom. Academic honesty is expected and required in all phases of your work. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to university disciplinary action (Code of Student Conduct and Discipline, Section 5.3, as printed in Student Guidelines) **AND WILL RECEIVE AN IMMEDIATE FAILING GRADE FOR THE ASSIGNMENT AND/OR THE COURSE.** Receiving an "F", in turn, will result in termination from the graduate program. The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work that has been submitted, plagiarism, collusion and the abuse of resource materials.

- ***Cheating*** includes:
 - Copying from another student's exam, laboratory report, assignment, computer files, data listings, and/or programs, including the comprehensive exams or any other classwork.
 - Using materials not authorized by the instructor during an exam or other assignment.
 - Collaborating with another student during an exam or in preparing academic work without authorization from the instructor.
 - Knowingly using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
 - Substituting for another student, or permitting another student to substitute for oneself, to take an exam or complete any assignment.

- Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by another individual or firm.
 - Submitting the same or substantially similar research paper to different courses. The expectation is that a paper is the product of original research (although materials may be derived from secondary sources) and is written for a specific course only. It cannot and should not be used to satisfy requirements in other courses, except with the prior written permission of the professor to whom it is submitted.
 - Falsifying information on an assessment report.
- **Plagiarism** refers to the use of another individual's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit. Papers submitted in courses are expected to be your own work. Information and opinions drawn from other sources are to be attributed and referenced properly. If you would like to use someone else's ideas, summarize their work using your own words and then cite their work using the accepted American Psychological Association's Guidelines.
 - **Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

In general, you are expected to conduct yourself in accordance with the Ethical Guidelines of the American Psychological Association. Failure to do so may result in review by the faculty with a variety of consequences including, but not limited to, remediation of one's violation, demonstration of appropriate knowledge through a variety of means, probation, termination from the program, or actions taken at the state or national level. A copy of the guidelines may be obtained at <http://www.apa.org/ethics/code/>.

Appeal of a Grade

Procedures for appeal of a grade are located in the Academic Policy Manual, which you can view online at <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>.

Attendance Policy

Regular and punctual attendance is expected for this course. However, no course points are linked to class attendance but you must be in attendance to hand in assignments, participate in in-class assignments, or take exams. In-class activities are *only* provided during class, and thus *cannot* be made up at a later time. Although

this class will not carry a “failure due to absences” policy, failure to attend class will decrease your grade for each assignment missed. Further, information covered in class will be included in exams. Poor attendance is strongly related to poor grades, so each student is strongly encouraged to attend class regularly. If you must be absent, be sure to arrange for a peer to obtain handouts and/or notes for you. They will not be available from me except on the date initially provided.

Classroom Rules of Conduct

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that is conducive to learning. Disruptive behavior will not be tolerated. Students who are disruptive to the class may be dismissed from the classroom for their inappropriate behavior and will not be allowed to hand in any assignments due for the remainder of that class. Additionally, students may be withdrawn from the course for repeated disruptive behavior.

Religious Holy Days

Students have the responsibility of notifying the professor of each scheduled class day that the student will be absent due to a religious holy day. *This must be done not later than the 15th class day.* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. However, any in-class assignments cannot be made up, but will not count against their other assignment average since the one lowest assignment grade will be dropped.

Notice to Persons with Disabilities

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made only to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Lee Drain Building. The number there is 936-294-3512.

TITLE IX: Sexual Discrimination

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education, and states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII. For additional information concerning Title IX or other issues regarding sexual discrimination, a statement of rights, defining consent, or other frequently asked questions, please go to the following website: <http://www.shsu.edu/titleix/>.

While compliance with the law is everyone's responsibility at SHSU, the Title IX Coordinator is:

Jeanine Bias
Associate Dean of Students
Lowman Student Center, Suite 215
936-294-3026
jbias@shsu.edu

The Title IX Coordinator's responsibilities include providing leadership, consultation, and oversight of Title IX compliance activities at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community. SHSU encourages everyone to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the Title IX Coordinator or Deputy Title IX coordinators.

Title IX Deputy Coordinators:

For Students:
Chelsea Smith
Assistant Dean of Students

Lowman Student Center, Suite 215
936-294-4155
chelsea.smith@shsu.edu

For Faculty/Staff:
David Hammonds
Associate VP for Human Resources and Risk Management
CHSS Building 410H
936-294-2709
david.hammonds@shsu.edu

For Athletics:
Chris Thompson
Associate Athletics Director Student Services
936-294-3542
cthompson@shsu.edu

Sexual Misconduct cases may also be reported to the Sam Houston State University Police Department (UPD), the Huntsville Police Department (HPD) and other local law enforcement authorities. The Title IX Coordinator/ Deputy Coordinators can assist individuals with contacting these law enforcement agencies.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. This law also affords students certain rights with respect to their education records. The law basically says that no one outside the institution shall have access to students' education records nor will the institution disclose any information from those records without the written consent of the student. There are exceptions, of course, so that certain personnel within the institution may see the records, including persons in an emergency in order to protect the health or safety of students or other persons.

Additionally, under FERPA, students have the right to:

- Inspect and review their education records
- Seek to amend their education records
- Have some control over the disclosure of information from their education records (Buckley Amendment)

- File a complaint for an alleged violation of FERPA rights

FERPA law provides that an institution of higher education shall state what information in a student education record is to be considered Directory Information which may be released without prior student consent. Under FERPA, Sam Houston State University has established the following as directory information:

- Name
- Local/Home/E-mail Addresses
- Major/Minor
- Local/Home Telephone Numbers
- Degrees, Diplomas, Certificates and Date of Award
- Honors and Awards
- Classification
- Extracurricular Activities
- Birth Date and Place of Birth
- Names and Addresses of Parents/Legal Guardians
- Weight, Height, and Related Information of Athletic Team Member

The above directory information will be available for release to the general public. However, the Buckley Amendment under FERPA, states that each student has the right to inform Sam Houston State University that any or all of the above information is not to be released. Sam Houston State University will honor the student's request to restrict the release of "Directory Information" as listed.

A student may restrict the release of directory information by submitting the Buckley Amendment Form (click on the following link to obtain the [Buckley Amendment Form](#)) to the Registrar's Office located on the 3rd floor of the Estill Building. Forms must be submitted to the Registrar's Office prior to the twelfth class day of the fall and spring terms and the fourth class day of the summer term. Additionally, the restriction of information remains on the students' record until the student takes action to remove it. If the student restricts their information, the university campus staff and faculty will view a confidential message on all student records found in our current Banner student information system and no information can be released on that student without the written permission of the student. This includes the restriction of the student's name being listed in the commencement program, the honor's list, and the Dean's/President's list. Release of information contained on a student's academic transcript without the written consent of the person(s) identified on the document is in violation of Sec. 438 Public Law 90-247 (FERPA).

Additional FERPA information regarding our University policies on student rights is available under the Student Guidelines maintained by the Dean of Students. For more information, please visit www.shsu.edu/students/guide/.

It is a violation of FERPA to discuss a student's record with any person without a legitimate education interest. This pertains to discussions on and off the job.

- Removing any document from the office for non-business purposes is in violation of FERPA.
- Releasing confidential student information (non-directory) to another student, University organization, or any person who does not have a legitimate educational interest, or parents of a dependent student, without the student's written authorization is in violation of FERPA.
- Leaving reports or computer screens containing confidential student information in view of others who do not have a legitimate educational interest in the data or leaving your monitor unattended is in violation of FERPA.
- Making personal use of student information is in violation of FERPA.
- Allowing another person to use your computer access code is in violation of FERPA.
- Putting paperwork in trash with a student's information (i.e., social security or grades) is also in violation of FERPA.

Violation of confidentiality and security may lead to appropriate personnel action.

QUESTIONS?

The FERPA campus official at Sam Houston State University is the Registrar. If you have any questions concerning FERPA or what information can or cannot be released, please contact the Registrar's Office. If we cannot answer your question, we will consult the Department of Education.

Registrar's Office
BOX 2029
Huntsville TX 77341
(936)294-1048
Or
Toll free (866) 232-7528 ext 41048
Email at: ask.regstaff@shsu.edu

LICENSURE

Clinical practice in the state of Texas is regulated by the Texas State Board of Examiners of Psychologists, which certifies Licensed Psychological Associates and Licensed Specialists in School Psychology. Our Clinical and School programs are specifically designed to meet the licensing requirements of the Board and your coursework and practicum experiences will allow you to sit for the licensing exam. Our students have had an excellent track record of success in taking this exam. Here's how to contact this board:

Texas State Board of Examiners of Psychologists

333 Guadalupe Tower 2, Room 450

Austin, TX 78701

(512) 305-7700

www.tsbep.state.tx.us

If you're in our School program and thinking of moving to another state after you graduate, you should also contact the National Association of School Psychologists for its guidance regarding licensure elsewhere. Our School program is certified by NASP, and you may be recognized as a Nationally Certified School Psychologist in many other states.

National Association of School Psychologists

4340 East West Highway, Suite 402

Bethesda, MD 20814

(307) 657-0270

www.nasponline.org

Students wishing to practice as professional counselors have a more complicated procedure to follow. LPC licensure requires a minimum of 48 hours of coursework, so you'll need to take an additional course if you undertake the thesis track in our Clinical program. In addition, the board requires both the courses in our Clinical Core *and* specific coursework in (a) advanced developmental psychology, (b) group therapy, (c) career counseling, and (d) multicultural issues. There are actually several courses, both in our Department and elsewhere on campus that can fulfill most of these requirements, so you'll have frequent opportunity to take these classes. If you are interested in exploring the LPC you'll need to plan ahead if you wish to obtain your degree and qualify for LPC licensure in an efficient manner. Your Graduate Coordinator can help you to select the specific courses so that taking these extra requirements is efficient in your progress through our program.

Please also be aware that licensing requirements are always at the discretion of the individual Boards, and they can change without notice. Always check with the appropriate licensing agency for its

latest requirements as soon as you know which direction you are heading. Here's how to contact the Counseling board:

Texas State Board of Examiners of Professional Counselors

Texas Department of Health

100 West 49th Street

Austin, TX 78756-3183

(512) 834-6658

<http://www.dshs.state.tx.us/counselor/default.shtm>

Your Graduate School Checklist

This handy list can help you keep up to date at every step of your graduate career. In a perfect world, you'll have each item checked off when that semester is complete.

First Semester

_____ Get in touch (A): Join the PsychMasters listserv by visiting <http://lists.shsu.edu/mailman/listinfo/psychmasters> and filling out the subscription form. Important announcements will occasionally be disseminated through the listserv, and we'll expect you to access the e-mail account that is connected to the listserv at least once a week.

_____ Get in touch (B): Obtain a handy copy of our student phone and e-mail list when it becomes available. (You'll know it's available when it's announced on the PsychMasters listserv.)

_____ Get involved: Participate in the meetings of our Psychology Graduate Student Organization.

_____ Attend orientation meetings: You're invited to intermittent meetings at which you can meet the faculty and plan ahead for future semesters and professional licensing.

_____ Join a research team: If you (a) have doctoral ambitions, (b) are wondering whether or not to write a thesis, or (c) merely wish to milk your graduate training for all of the rich experiences it can provide, visit the meetings of the faculty's various research teams. Most of them are open to interested, dedicated, talented newcomers.

_____ Get advised: Heed the announcement on the listserv and sign up for an appointment for academic advisement with the Graduate Coordinator when appointments become available (a week or so before pre-registration for the next semester begins). You'll need departmental approval to register for psychology courses, and this is the time to get it.

_____ Plan ahead: If you're in our Clinical or General programs, consider your choice between our thesis and non-thesis options. If you're going to do a thesis, begin thinking about what you'd like to study. If you're pursuing a non-thesis option, consider what non-thesis courses you'd like to take. Choosing non-thesis and elective courses early can help ensure that you get your preferred courses, several of which are offered only once or twice every two years.

Second Semester

_____ Get advised: This will be your first Spring semester, so make sure you meet with your academic advisor to plan your upcoming courses. Please note that we'll set up your courses for both the upcoming Summer and Fall semesters during Spring pre-registration.

_____ Run for office: Consider becoming an officer of our Psychology Graduate Student Organization. Elections for the upcoming academic year are held at the end of the Spring semester.

_____ Think about a thesis topic: If you've decided to conduct a thesis, now's the time to start working on a topic and discussing this with a faculty member, who will hopefully become your thesis advisor.

First Summer

_____ Read the literature: If you're considering a thesis, you should be doing background reading, becoming familiar with the current questions and methods in the two or three areas most of interest to you. It will be necessary for you to arrive in your third semester with a well-thought out thesis project so that you can defend your proposal in a timely manner.

Third Semester

_____ Greet the newcomers: You're a crafty veteran now. Please seek out the new students and help them feel at home.

_____ Form a thesis committee: If by the start of the third week of classes you haven't formed a committee that will help you refine your ideas and put them on paper, you're falling behind schedule in your thesis work.

_____ Thesis proposal defense: Describe and defend your proposed research in a public presentation on or before the last day of classes in order to receive an A in Thesis I.

_____ IRB review: Any research involving human participants must gain the approval of the University's Committee for the Protection of Human Subjects before data collection begins.

_____ Register for graduation: The Registrar will charge you a \$25 fee if you do not let her know long in advance when you intend to graduate. If you plan to graduate in the Spring, register for graduation in early *October*. If you plan to graduate in August, register for graduation in early *March*.

_____ Take your Comprehensive Exam: If this is your penultimate semester, consider taking your comprehensive exam this term. Sure, you've got another semester left, but if you put it off you may not know the results of your exam until only a week or two before your scheduled graduation.

Fourth Semester

_____ Enrollment in Thesis II: If you're writing a thesis, the University requires that you be enrolled in PSYC 6099 during your final semester.

_____ Thesis defense: When your project is complete, you present your thesis to the College faculty, your thesis committee, which is usually made up of your advisor and two additional faculty members. Celebration typically follows.

_____ Registrar's Review: If the Registrar's Office notifies you that you lack some requirement for graduation, (a) stay calm and (b) discuss this with the Graduate Coordinator. Such letters are produced for lots of different reasons, and most are easily fixed.

_____ Exit interview: Please complete our handy little exit survey before classes end. It's important.

_____ Graduation: Congratulations on a magnificent accomplishment!!

