The University of Texas
Rio Grande Valley ™

College of Education
& P-16 Integration

DEPARTMENT OF HUMAN DEVELOPMENT & SCHOOL SERVICES

School Psychology
Master of Arts
Program Handbook

Updated July 2025

UTRGV
Department of Human Development & School Services
1201 W. University Drive, EEDUC 1.302
Edinburg, Texas 78539
(956) 665-3466
School Psychology Program Website:
https://www.utrgv.edu/programs/ma-school-psychology.htm

This handbook was prepared based on the best information available at the time. The University of Texas Rio Grande Valley School Psychology Program reserves the right to change any information, including course offerings, admission and graduation deadlines and requirements without notice or obligation, in keeping with the policies of The University of Texas System Board of Regents and in conformance with the laws of the state of Texas. This handbook is a general information publication. It is not intended to nor does it contain all regulations that relate to students. The provisions of this handbook do not constitute a contract, expressed or implied, between any applicant, student or faculty member of The University of Texas Rio Grande Valley or The University of Texas System.

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Introduction and Overview

The purpose of this Handbook is to describe the content, requirements, expectations, policies, and procedures of the Master of Arts in School Psychology (MA) program at UTRGV. Students are expected to read this Handbook carefully, as they will be responsible for knowing the content herein. Further, students should refer to this Handbook when they have questions about the program, and faculty should refer to this Handbook in order to facilitate student advising.

Please note: In addition to the policies and procedures outlined in this Handbook, students (and prospective students) are expected to abide by the policies and procedures described in the UTRGV Graduate Catalog: https://utrgv.smartcatalogiq.com/

Organizational Structure

The School Psychology program at UTRGV is located in the Department of Human Development and School Services, which is one of five departments housed in the College of Education and P-16 Integration (CEP).

The main office of the Department of Human Development and School Services is located on the Edinburg Campus in the Education Building, Office 1.302. Dr. Nancy Peña Razo, currently serves as the Graduate Advisor of Record and School Psychology Program Coordinator.

Department of Human Development and School Services Mission Statement

In the Human Development and School Services Department (HDSS), you will have a chance to learn how to develop a healthy knowledge across cultures and lifespans, and how you will be able to apply them in schools and other educational related settings. HDSS Students acquire the practical knowledge, skill set, and flexible way of thinking. They also receive the understanding of working with people, students with their development in social and school environments.

The School Psychology Program at UTRGV

The School Psychology program is designed to provide the academic and practical training necessary to become a School Psychologist licensed by the Texas State Board of Examiners of Psychologists (TSBEP) under the Texas Behavioral Health Executive Council (BHEC). Graduates also are eligible to apply for certification as a Nationally Certified School Psychologist (NCSP), which is a nationally recognized professional certification granted by the National Association of School Psychologists. The program includes coursework and field-based experiences related to psychological assessment, intervention, development, psychopathology, research, statistics, and professional issues. Students also complete a full-time internship in a school setting. Due to the clinical nature of this program and number of hours required, the degree does not have a thesis option

The UTRGV School Psychology program focuses on preparing students to work with children, adolescents, and families from diverse socio-cultural and linguistic backgrounds. School Psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Program Admission Requirements

Prospective students must meet the UTRGV Graduate School admission requirements. In addition to the UTRGV Graduate School requirements, applicants must be admitted to the School Psychology Program. Please refer to our program website for the Admission Requirements and Courses: https://www.utrgv.edu/programs/ma-school-psychology.htm

**The application is not complete until all materials have been received. Incomplete applications will not be reviewed.

Application Deadlines

All application materials for the School Psychology Program are reviewed once a year under the Office of Graduate Studies deadlines for fall. Once the application is complete the School Psychology Program Coordinator and faculty will review the files and make admission decisions. Prospective students will be informed of the admission decisions as soon as possible after the application deadline has passed.

For additional information regarding the application *process,* please go to the following website: https://www.utrgv.edu/programs/ma-school-psychology.htm.

Criminal Background Check

School districts require a criminal history review/criminal background check before allowing university students to complete field-based experiences on their campuses. If a student is unable to obtain a field-based placement (e.g., practicum or internship placement) due to results of a criminal history review/criminal background check, that student will not be able to meet the School Psychology's program requirements. If a student cannot complete course-required fieldwork because of their criminal history, the student will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the school district. If the offense is one that will preclude any further fieldwork, the student will be dismissed from the School Psychology Program for failure to be fit to practice. Please refer to Fitness to Practice Policy on our program webpage.

In addition, students need to be aware of the provisions in Occupational License HB 1508. As a point of information required by the Texas Occupations Code, Section 1, Chapter 53, Sections

53.151 – 53.152, as amended in 2017 by HB 1508, if you are applying for admission to or currently enrolled in an educational program that may prepare an individual for an initial occupational license as defined under Texas Occupations Code Section 58.001 and/or if you later decide to change to an educational program that prepares you for an initial occupational license as defined under Texas Occupations Code Section 58.001, in accordance with state law, please be advised of the following:

1. An individual who has been convicted of an offense may be ineligible for issuance of an occupational license upon completion of the educational program.
2. Each licensing authority that may issue an occupational license to an individual who completes an educational program must establish guidelines that state the reasons a particular crime is considered to relate to a particular license and any other criterion that affects the decisions of the licensing authority.
3. Local or county licensing authorities may issue additional guidelines related to criminal history. Applicants should contact their respective local or county licensing authority for more details.
4. A person may request a criminal history evaluation letter regarding the personal eligibility for a license issued by a licensing authority under Texas Occupations Code Section 53.102.

Applicants are encouraged to review all applicable eligibility requirements related to the respective occupational license. Questions related to eligibility requirements should be directed to the applicable licensing authority.

The School Psychology Program leads to licensure as a School Psychologist issued by the Texas State Board of Examiners of Psychologists under the Texas Behavioral Health Executive Council (BHEC). Additional information about the licensure can be found at http://www.bhec.texas.gov

School Psychology Program Philosophy and Model

The purpose of the School Psychology Master of Arts degree program is to prepare School Psychologists to work with children, adolescents, and families from diverse socio-cultural and linguistic backgrounds. The UTRGV School Psychology program is in accordance with the scientist-practitioner model of training, which emphasizes school psychologists to use empirical research in practice. The program training includes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and school systems. The program uses a developmental approach in which this foundational knowledge must be demonstrated before learning how to translate this knowledge into applied skills (e.g., psychoeducational assessment and intervention).

The goal of the School Psychology program is to produce graduates with the necessary skills to improve educational and psychological outcomes of children in the Rio Grande Valley, the state of Texas, and beyond. Graduates must be able to facilitate the academic, social, behavioral, and emotional development of children and adolescents through multiple modalities, including assessment, individual and group counseling, consultation, systems-level intervention, and program evaluation. Paramount to these activities will be the ability to apply knowledge of both psychological and educational principles in a way that leads to informed decision making.

Within this larger context, the curriculum is designed to capture the *Standards for Graduate Preparation of School Psychologists* of the National Association of School Psychologists (NASP, 2020): https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted.

Students will demonstrate knowledge and skills in the following areas:

Domain 1: Data-Based Decision Making
a. School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports.
b. School psychologists use a problem-solving framework as the basis for all professional activities.
c. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
a. School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.
b. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports
a. School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
b. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions
a. School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning.
b. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning
   a. School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health.
   b. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools
   a. School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.
   b. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration
   a. School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.
   b. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations
   a. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.
   b. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity.
   c. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts.
   d. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice
   a. School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.
   b. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice
   a. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
   b. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Additional (non-NASP) Domain: Information Technology:
   a. School psychologists have knowledge of information sources and technology relevant to their work.
   b. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Curriculum

The NASP and the Texas State Board of Examiners of Psychologists both require master's-level programs in School Psychology to include at least 60 hours of coursework, including practicum and internship. These entities also provide very specific domains of competence that must be reflected in the curriculum. The School Psychology degree requirements and curriculum reflect these standards, not only to ensure breadth of training, but also to facilitate the licensure of program graduates.

The curriculum is designed such that courses and prerequisites are deliberately placed to reflect increasing complexity, cumulative building of knowledge and skills, and the development from student to professional. All requirements must be completed within one seven-year period. Course work or other program requirements older than seven years will not meet graduation requirements. A degree plan should be completed and signed by the student the first semester the student enrolls.

The 69 semester credit hours of coursework are required for all student in the School Psychology program. Courses and course descriptions can be found on the following website under courses: https://www.utrgv.edu/programs/ma-school-psychology.htm.

Courses with Prerequisites:
EPSY 6380 - Intro Cog/Aca Assessment (Fall) Prereq: EPSY 6370
EPSY 6381 - Advance Cog/Aca Assessmt (Spring) Prereq: EPSY 6370, 6380
EPSY 6382 - Billing Multicult Assess (Fall) Prereq: EPSY 6370, 6380, 6381
EPSY 6383 - Personality Assmt Child (Spring) Prereq: EPSY 6370, 6380, 6381, 6301
EPSY 6340 – Mental Health Services in Schools (Summer) Prereq: EPSY 6301, EPSY 6310
EPSY 7340 – Practicum in School Psychology (Spring) Prereq: Permission
COUN 6328 – Theories/Methods/Techniques II (Spring) Prereq: COUN 6327

All Coursework must be completed prior to enrolling in the following:
EPSY 7350 – School Psychology Internship I
EPSY 7351 – School Psychology Internship II

Multicultural and diversity issues are addressed explicitly in EPSY 6382 (Bilingual and Multicultural Psychoeducational Assessment), but also are discussed in each course as they relate to developmental and learning theories, assessment, and counseling. For example, courses in development and learning theories address the applicability or variability of theories with different cultural groups; assessment courses examine issues of bias and differential performance patterns among different groups; and counseling courses examine issues of communication, acculturation, and cultural beliefs as they pertain to building therapeutic relationships and conceptualizing pathology. Further, practicum and internship experiences provide additional opportunities to understand diversity by providing students opportunities to work with children and families from a range of socioeconomic, ethnic, and linguistic backgrounds.

Practicum and Internship

Practicum and internship are culminating, field-based experiences in which knowledge and skills acquired in coursework are applied in professional settings, and in which the student's professional identity is developed.

Practicum

The Practicum is the spring semester of the last year of coursework. Practicum sites are typically assigned by university faculty. The Practicum course will meet regularly in order to discuss professional and ethical issues that arise in Practicum settings, present case studies, and learn new assessment and intervention methods. Students must keep a detailed log of their activities during Practicum.

Internship

The Internship is taken across two semesters (for a total of 6 hours). The Internship can be taken only when all other required coursework has been completed. Students are responsible for securing Internship sites, with assistance from university faculty. The Internship must consist of at least 1200 clock hours of experience (600 clock hours per semester over the course of two semesters),

at least 600 of which must occur in a public-school setting. For many students, it is likely that all 1200 hours will occur in a public-school setting. Consistent with the Rules and Regulations of the Texas State Board of Examiners of Psychologists, all Internship hours must be gained in no more than two settings (a school district counts as one setting), and the Internship must be completed in no less than one academic year, or more than two academic years. All Internship hours occurring in a public-school setting must be supervised by a School Psychologist who has a minimum of three years of unsupervised experience providing psychological services in the schools. All Internship hours occurring in a non-school setting (e.g., hospital, community agency) must be supervised by a Licensed Psychologist. All interns must be clearly designated as such, in order to make transparent their status as students in training. For more information, please consult the Rules and Regulations of the Texas State Board of Examiners of Psychologists.

The Internship is a full-time commitment and Internship sites must be approved by program faculty. Supervision is provided by field-based supervisors, and this supervision must include a minimum of two hours of face-to-face contact per week. This requirement is meant to ensure that the supervision is direct, deliberate, and systematic. Faculty will closely monitor the Internship experience to ensure that interns are gaining desired competencies. Interns will be evaluated by site supervisors using an objective evaluation form. Students must keep a detailed log of their activities during Internship; these activities must include assessment, intervention, behavior management, and consultation with children across different age groups and representing diverse populations.

School Psychology Program Policies, Procedures and Requirements

Evaluation of Students' Fitness to Practice

Evaluation of students' development of knowledge and professional competencies will occur continually throughout the program as a regular component of students' coursework. Within this context, students will be evaluated via formal exams and quizzes, projects, individual and group presentations, video- or audio-taped counseling and consultation sessions, video-taped assessment administrations, research papers, literature reviews, literature critiques, case studies, assessment reports, case notes, intervention plans, supervisor evaluations, class activities, class participation, and other methods as appropriate. In addition to academic skills, students will be evaluated based on their ability to demonstrate professional and ethical behaviors. Formal review of students' progress and fitness to practice will occur on an as-needed basis.

It is the duty of faculty members in the School Psychology program to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum and internship sites, advising, and supervision. It is expected that students will respond to evaluations, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide

psychological services to others, that student will be removed from continuation in the program. The Fitness to practice policy can also be found on the website.

Academic Standing

A student must maintain a GPA of 3.0 or greater. A student may earn two grades of C. However, upon earning a third C, he/she will be terminated from the program in school psychology. Those who receive an "F" for a course grade will automatically be dismissed from the program.

Please refer to the Progression Requirements and Academic Standing portions of Graduate Catalog: https://utrgv.smartcatalogiq.com/en/2025-2026/graduate-catalog/graduate-academic-programs-by-college/college-of-education-and-p-16-integration/department-of-human-development-and-school-services/school-psychology-ma/

Program Policy on Student Usage of Social Media

This policy governs the publication of and commentary on social media by students within the School Psychology program. For the purposes of this policy, social media means any facility for online publication and commentary, including but not limited to, blogs, wiki's, social networking sites such as Facebook, Instagram, Pinterest, X, Tumblr, LinkedIn, Flickr, and YouTube.

This policy is in addition to and complements any existing or future policies regarding the use of technology, computers, e-mail and the internet. The School Psychology program is committed to supporting honest, transparent, and knowledgeable dialogue through social media. While School Psychology students are welcome to publish or comment using social media in accordance with this policy, they are urged to do so thoughtfully. The same reasons that make social media attractive also are the same elements that can injure how you come to be perceived as a professional. As such, all uses of social media should be treated in the same manner as other professional obligations as outline in the ethical guidelines and policy recommendations set for by the *American Psychological Association* (APA), *National Association of School Psychologists* (NASP), and the *Texas State Board of Examiners of Psychologists* (TSBEP).

Please refer to the complete Policy on Student Usage of Social Media in the Appendix.

Liability Insurance

Students must obtain student professional liability insurance prior to having any type of course-related field experience for any course. This is typically obtained when the assessment courses begin but could be required for other courses as well. Proof of insurance is asked for the courses where it is needed. Students are responsible for obtaining their own liability insurance and incurring the costs of the liability insurance.

Comprehensive Examination

Students take the comprehensive examination after all or almost all coursework has been completed, with the exception of EPSY 7350 and EPSY 7351: Internship in School Psychology I & II. Students typically take the exam during the summer before Internship. The comprehensive examination is the School Psychology Praxis Exam (5403) that is conducted by the Educational Testing Service (ETS). Please refer to the ETS website for dates of testing as well as fees: https://praxis.ets.org/test/5403.html. Students are responsible for the exam fees.

Licensure and Certification

In the state of Texas, School Psychologists who provide psychological services in the schools must possess the School Psychologist credential. This license is granted by the Texas Behavioral Health Executive Council and the Texas State Board of Examiners of Psychologists and requires a graduate degree with at least 60 hours of appropriate coursework (including internship), a passing score on the National School Psychology Examination administered by ETS, a passing score on the Board's Jurisprudence Examination, and letters of reference from three professionals with appropriate licensure. Students may be asked to provide documentation (e.g., course syllabi) indicating that their graduate program included particular content areas (i.e., Psychological Foundations, Research and Statistics, Educational Foundations, Assessment, Interventions, Professional Issues, and Practicum). The School Psychology curriculum at UTRGV was specifically designed to capture all of these content areas, in order to facilitate students' documentation of these competencies. Students pursuing licensure in another state must check the specific requirements for that state in order to ensure that the UTRGV program will meet those requirements.

The Texas Behavioral Health Executive Council also offers the Licensed Psychological Associate credential. Additional information for this license can be obtained from the website.

Program graduates also will be eligible to apply for the Nationally Certified School Psychologist (NCSP) credential, which is granted by the National Association of School Psychologists (NASP). In addition to earning a passing score on the National School Psychology Exam, applicants must provide documentation (e.g., course syllabi, completed course assignments and projects, supervisor evaluations) of knowledge and skills in multiple domains, and also must complete a case study demonstrating their ability to apply knowledge and skills related to assessment, intervention, and progress monitoring.

School Psychology Program Faculty

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Program Evaluation

In order to satisfy institutional requirements for ongoing program assessment, the School Psychology program will continually gather data to assess important outcomes. Students provide important information for program evaluation via course evaluations, feedback regarding practicum and internship experiences, and surveys upon completing the program. Field-Based Supervisors also provide important information in their evaluations of practicum students and interns, as these evaluations are used to help the program identify areas that may need to be improved in order to make students more competitive. Other sources of data used for program evaluation include students' scores on the National School Psychology Examination, evaluation of students' case studies, evaluations of students' portfolios, percentage of graduates obtaining the School Psychologist license and NCSP, and graduates' employment rates.

School Psychology Program Advisory Board

The UTRGV School Psychology Program Advisory Board (SPPAB) was created in Fall 2019. Role and Function of the Advisory Board: The SPPAB is composed of practicing School Psychologists (LSSPs), practicing Licensed Psychologists who are also LSSPs, Special Education Administrators, Administrator, and University Faculty who collaborate on a wide variety of issues related to the School Psychology Program. The SPPAB participates in decisions related to the development, implementation, and revision of the program. In this way competencies of program graduates continue to evolve to meet the ever-changing needs of our schools and communities. The UTRGV SPPAB meets at least twice a year:

Professional Organizations

Students are strongly encouraged to join professional organizations in School Psychology, such as the National Association of School Psychologists (NASP) and the Texas Association of School Psychologists (TASP). These organizations provide important opportunities for students to contribute to the field, collaborate with other students and practitioners from across the state and nation, and access research and other resources that guide the profession. Annual conventions hosted by these organizations also provide professional development opportunities, which are critical to updating knowledge and maintaining professional competence.
- NASP: www.nasponline.org
- TASP: www.txasp.org

Program Resources

School Psychology students at UTRGV have access to numerous resources to help them reach their academic and professional goals. Some of these resources are specific to School Psychology students, but most are available to all graduate students at UTRGV. These resources are briefly described below.

Student Support Services

We are committed to your personal, academic, and professional success; please know you can reach out to the Graduate Program Coordinator for questions and/or help to identify the resources you need. UTRGV offers student support resources designed to contribute to your well-being and academic excellence.

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. These centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and connections student employment (through JobX and HR Student Employment). In addition, services, such as the Food Pantry are also provided. Locations are listed below.

Center Name	E-mail	Brownsville Campus	Edinburg Campus
Advising Center	AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	EITTB 1.000 (956) 665-7120
Career Center	CareerCenter@utrgv.edu	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243
Counseling Center	Counseling@utrgv.edu Mental Health Counseling and Related Services List	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
Food Pantry	FoodPantry@utrgv.edu	BCASA Club House (956) 882-7126	EUCTR 114 (956) 665-3663
Learning Center	LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
University Library	circulation@utrgv.edu www.utrgv.edu/library	BLIBR (956) 882-8221	ELIBR (956) 665-2005
Writing Center	WC@utrgv.edu	BLIBR 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

UTRGV Counseling Center:

As a student, you may experience a range of challenges that can negatively interfere with your academic experience. Examples include relationship difficulties, family problems, academic difficulties, anxiety, depression, and substance use problems.   You may even be struggling in your life and are not sure why. There is help for you.   The UTRGV Counseling Center provides confidential* and free mental health services for enrolled UTRGV students.   Service options include individual counseling, group counseling, coping skills workshops, and consultations.   Call the center or walk in to make an initial appointment. The counselor will then work to match your needs to resources that can help you.   For more information, check out the following website: https://www.utrgv.edu/counseling/.   And for questions, you can email at counseling@utrgv.edu.

Edinburg: 956-665-2574 EUCTR 109   **Brownsville:** 956-882-3897 BSTUN 2.10

*Confidentiality includes rules and procedures that protect the privacy of your information.   For example, participation in treatment and any related diagnosis will NOT be a part of your academic record.

Vaqueros Crisis Line:

The **Vaqueros Crisis Line** is a 24/7 confidential helpline for enrolled UTRGV students experiencing an emotional crisis that may include suicidal thinking, thoughts of harming self or other, confusion, panic, or otherwise feeling distressed. A trained counselor will be available on the line to provide assistance. 956-665-5555. You are not alone.   There is help.

The Vaquero Student Honor Statement

I pledge I will not cheat, plagiarize, falsify data or give or receive unauthorized assistance on academic work in accordance with the Vaquero Honor Code. I further pledge to support a culture of academic integrity. Please refer to the UTRGV Student Conduct and Discipline Code at http://www.utrgv.edu/hop/policies/stu-02-100.pdf

Academic Appeals

Scholastic Probation and Suspension — Graduate
Students must maintain a 3.0 cumulative GPA or higher after each semester.
In order for a degree-seeking masters level student to remain in good academic standing, the student must maintain a cumulative grade point average of 3.0 (3.0=B on a 4.0 scale). Masters students are ineligible to continue if they receive a grade of "C" or lower in 9 semester hours of credit attempted for graduate credit, regardless of the student's classification, whether or not in repeated courses. Within the following 9 semester credit hours, the overall GPA must return to 3.0 or the student will be suspended from the program. A student who receives an "F" in any course is automatically dismissed from the graduate program.

A suspended graduate student may petition for readmission. To petition for readmission, the suspended student must submit a written appeal to the Graduate College to gradappeals@utrgv.edu. Appeals will

be forwarded to the Program Coordinator, Dean of the College, and finally to the Graduate College Dean. The decision of the Graduate College Dean is final.

IMPORTANT NOTE: All students are responsible for knowing whether they are eligible to continue at the University. An ineligible student, who nevertheless registers, or has registered prior to completion of the semester in which academic standing is determined, shall be dropped and cannot attend classes. Refund of payment for any classes dropped due to ineligibility to continue will be determined by the University schedule for such refunds. Students shall not receive special consideration for lack of knowledge of scholastic status, regardless of whether the student registered and paid fees. Please review the Policy
http://www.utrgv.edu/_files/documents/admissions/paying-for-college/satisfactory-academic-progress-policy-grad.pdf

Important Documents for the School Psychology Program

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Students who are placed on practicum and/or internship students should comply not only with the statements outlined herein, but also any policies and procedures of the placement district. Below are recommendations for appropriate social media use. These tips will contribute to successful use of social media.

Maintain Confidentiality
- Refrain from posting confidential information about the School Psychology program, its faculty, its students, its alumni, or various affiliates to the program.
- Refrain from posting any sensitive information regarding records of students and families that you may work with as part of your training experience. Use good ethical judgment and follow university polices and federal requirements, such as the *Family Educational Rights and Privacy Act* (FERPA) and the *Health Insurance Portability and Accountability Act* (HIPAA).
- As a guide, do not post anything that you would not present at a conference.

Maintain Privacy
- Refrain from posting or contributing to discussions about a situation involving named or pictured individuals without their expressed permission.
- As a guideline, do not post anything that you would not present in any public forum. Let your social networking do no harm to the School Psychology program, its faculty, its students, its alumni, various affiliates, or to yourself.

Respect Your Audience and Colleagues
- The public, in general, reflects a diverse set of customs, values, and points of view. Thus, maintain a tone of respect in all posts and comments to social media networks.
- Avoid personally offensive comments, ethnic slurs, insults, obscenity, or potentially defamatory statements that may be interpreted as ridicule or demeaning to persons on the basis of their age, color, creed, disability, national origin, immigration status, socioeconomic status, political beliefs,

race, ethnicity, religion, gender, gender identity, gender expression, or sexual orientation or any other personal or distinguishing characteristic.
- Respond respectfully to anyone who posts comments you disagree with. Be prepared for negative responses/comments.

Manage "*Friending*" Appropriately
- In general, faculty/staff and other affiliates who hold management/supervisory roles are discouraged from "*friending*" requests from students they oversee. Supervisors may accept friend requests initiated by the student if s/he does not believe it will impact the work relationship negatively. Supervisors may deny friend requests initiated by the student if s/he believes doing so would create a conflict of interest.
- "*Friending*" of students and families on social media websites is discouraged. Professionals in care roles generally should refrain from initiating or accepting friend requests except in unusual circumstances such as the situation where an in-person friendship pre-dates the professional relationship (a situation that may pose a conflict of interest, in and of itself).

Time Posts Carefully
- Make sure that your social media presence does not interfere with your commitments and obligations as a student.
- Refrain from using social media while in class or during experiential learning opportunities within schools (i.e., Practicum and Internship), unless it is work-related. Maintain your focus on work so as to not become distracted.

Think Before You Post
- While communication through social media is primarily a personal matter, this does not mean that it is private. Written conversation inside social media networks can be found through search engines such as Google. Even in cases where only your contacts can see what you write, there is a possibility that one of them will forward or copy what you say and make it visible to a wider audience. Further, archival systems save information even if you delete a post. As a result, personal conversation within social media should be considered public rather than private. If you feel passionate or angry about a subject, it's wise to delay posting until you are calm and clearheaded. Social networks often are not the best forums for raising grievances that might be better addressed in other venues or handled privately.
- Post only pictures that you would be conformable sharing with the general public.

Respect Copyright and Trademark Laws
- Copyright and Trademark law as it relates to online media is still emerging. As a general rule of thumb, always attribute material to the original author/source or link to others' work. Avoid reproducing logos or trademarks.

Pass the Publicity Test
- If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it likely will not be acceptable for social media. Ask yourself, would I want to see this posted publicly tomorrow or ten years from now?
- Be mindful of posting information that you would not want the public to see—Google has a long memory! Think of every post as being on record.

Correct Mistakes
- If you make a mistake, admit it. Be upfront and be quick with your correction. If someone accuses you of posting something improper, deal with it quickly.
- If you chose to modify an earlier post, make it clear that you have done so.

The School Psychology program believes that sharing of information and experiences benefits the whole humanitarian community and ultimately the beneficiaries we serve. However, use of social media also entails personal responsibility. As such, use common sense where information is concerned that is confidential and/or outside of your areas of understanding/expertise; and, refrain from commenting negatively on others within the program or those who are affiliated with the program. All allegations of violations by students in the UTRGV School Psychology program will be appropriately investigated and corrective action taken, including academic disciplinary action that may result in dismissal (see the *UTRGV Student Code of Conduct and the UTRGV School Psychology Fitness to Practice Policy*).

Sample Recommended Course Sequence for MA in School Psychology

	Fall Entry (Full-Time)		Fall Entry (Part-Time)
Fall 1	**PSY 6325** - Conditioning & Learning **EPSY 6350** - Intro to Statistics **EPSY 6358** - Intro to Research	Fall 1	**EPSY 6350** - Intro to Statistics **EPSY 6358** - Intro to Research
Spring 1	**PSY 6320** – Neuropsychology **EPSY 6301** – Child & Adol. Psychopathology **EPSY 6320** - Consultation Collaboration	Spring 1	**EPSY 6301** – Child & Adol. Psychopath **PSY 6320** – Neuropsychology **EPSY 6320** - Consultation Collaboration
Summer 1	**EPSY 6310** – Legal, Ethical & Prof. Issues **EPSY 6370** –Psychological Meas. ****Must take EPSY 6370 by this time to begin assessment sequence**	Summer 1	**EPSY 6310** – Legal, Ethical & Prof. Issues **EPSY 6370** –Psychological Meas. ****Must take EPSY 6370 by this time to begin assessment sequence**
Fall 2	**EPSY 6380*** - Intro Cog/Aca Assessment **PSY 6330** - Developmental Psychology **EPSY 6314** – Academic Assessment & Intervention	Fall 2	**PSY 6325** - Conditioning & Learning **EPSY 6314** – Academic Assmt & Interv
Spring 2	**EPSY 6381*** - Adv Cog/Aca Assessmt **EDUL6305**: Socio/Cultrl Contexts of Ed	Spring 2	**PSY 6330** - Developmental Psychology **EDUL6305**: Socio/Cultrl Contexts of Ed
Summer 2	**EPSY 6315** – Beh. Assmt & Intervention **EPSY 6340*** – Mental Health Services in the Schools	Fall 3	**EPSY 6380*** - Intro Cog/Aca Assessment **COUN6327** – Theories of Psychother
Fall 3	**EPSY 6382*** - Billing Multicult Assess **COUN6327** – Theories of Psychotherapy **EDUL 6330** Instr. Leadership for Diverse Learners	Spring 3	**EPSY 6381*** - Adv Cog/Aca Assessmt **COUN6328** – Methods & Techniques of Psychotherapy
Spring 3	**EPSY 6383*** - Personality & Beh Assmt **EPSY 7340*** – Practicum in School Psychology **COUN6328** – Methods & Techniques of Psychotherapy	Summer 3	**EPSY 6315** – Beh. Assmt & Interv **EPSY 6340*** – MH Services in Schools
Fall 4	**EPSY 7350*** – School Psychology Internship I	Fall 4	**EPSY 6382*** - Billing Multicult Assess **EDUL 6330** Instr. Leadership for Diverse Learners
Spring 4	**EPSY 7351*** – School Psychology Internship II	Spring 4	**EPSY 6383*** - Personality & Beh Assmt **EPSY 7340*** – Practicum in School Psychology
		Fall 5	**EPSY 7350*** – School Psychology Internship I
		Spring 5	**EPSY 7351*** – School Psychology Internship II

*Courses with an asterisk have prerequisites

***Course offerings per semester are subject to change. This is meant to be used only as a guide. It is important to stay in contact with your advisor for planning.