

Master of Arts in Clinical Psychology

Student Handbook

Revised July 2026



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Section 1

Program Overview

Master of Arts in Clinical Psychology Program Description

Welcome to the Program

We're glad that you've chosen to pursue your graduate education with us! This handbook will serve as a reference guide as you progress through the program. This handbook focuses on the specific requirements and policies of the Master of Arts in Clinical Psychology program, but you should also become familiar with the TAMUCC Graduate Catalog as well as the Master's Student Handbook developed by the Office of Graduate Education.

To access the Graduate Catalog, go to the page below and select "2025-2026 Graduate Catalog" from the drop-down menu on the left:

<https://catalog.tamucc.edu/>

To access the Graduate Education Handbook, go to:

<https://www.tamucc.edu/academics/graduate-education/>

Program Description

The Master of Arts (MA) in Clinical Psychology program is a 60-credit hour program designed to develop mastery of the scientific principles and methods of psychology and their application to mental health. Students are required to take a sequence of core curriculum coursework that emphasizes major academic areas within the discipline of psychology. In addition, students take specialized coursework prepare them for the professional application of psychological principles. In addition, students may elect to complete an empirical thesis.

Student Learning Outcomes

- Graduates will demonstrate knowledge of developmental, empirical, physiological, and social psychology principals.
- Graduates will demonstrate mastery of the basic principles of clinical assessment and their therapeutic application as well as the ethical use of these principles.
- Graduates will demonstrate knowledge of research design and statistical analysis.

Clinical Training

The primary education and training mission of the program is to provide a program of study with an applied clinical emphasis to prepare students for the practice of psychology at the Master's level of licensure. Students will complete the required core curriculum, clinical preparation courses, and will receive supervised clinical practicum experience as part of their training. Upon completion of the program, graduates will meet the necessary qualifications to take the Texas State Board of Examiners of Psychologists examination for certification as a Licensed Psychological Associate (LPA). With additional coursework and experience, graduates may elect to pursue the Licensed Specialist in School Psychology (LSSP) or the Licensed Professional Counselor (LPC). Following licensure, graduates typically work under the

supervision of a licensed psychologist, or as independent practitioners in a variety of public agency and private settings.

Course Requirements

The following five core courses (15 credit hours) are required:

- PSYC 5311 – Research Methods and Statistics I (3 credit hours)
- PSYC 5312 – Research Methods and Statistics II (3 credit hours)
- PSYC 5321 – Biological Bases of Behavior (3 credit hours)
- PSYC 5323 – Advanced Social Psychology (3 credit hours)
- PSYC 5324 – Advanced Developmental Psychology (3 credit hours)

In addition to the core courses, students are required to complete the following specialized courses (39 credit hours):

- PSYC 5322 – Advanced Personality Theories (3 credit hours)
- PSYC 5341 – Graduate Psychopathology (3 credit hours)
- PSYC 5343 – Intellectual Assessment (3 credit hours)
- PSYC 5344 – Personality Assessment (3 credit hours)
- PSYC 5350 – Introduction to Psychotherapy (3 credit hours)
- PSYC 5342 – Professional Issues and Ethics (3 credit hours)
- PSYC 5349 – Diversity Issues and Multiculturalism (3 credit hours)
- PSYC 5352 – Therapy with Multiple Clients (3 credit hours)
- PSYC 5356 – Applied Cognitive Behavioral Psychology (3 credit hours)
- PSYC 5357 – Psychopharmacology (3 credit hours)
- PSYC 5398 – Clinical Practicum (3 semesters of 3 credit hours each)

Students are also required to complete 6 credit hours of electives, which may include:

- Electives offered in the Psychology program
- Approved electives offered in the Counseling program:
 - CNEP 5304: Introduction to counseling
 - CNEP 5308: Counseling theories
 - CNEP 5306: Career counseling
 - CNEP 5312: Addictions counseling
 - CNEP 5320 or CNEP 5322: Couples, marriage, or family counseling
- Thesis hours (students completing a thesis will enroll in 2 semesters of thesis hours, for a total of 6 credit hours)
- Directed Individual Study (must be pre-arranged with the faculty member who will supervise the course)

Recommended Course Sequence

The MA in Clinical Psychology program can be completed in three years if students attend full-time (9 credit hours per semester) and follow the recommended course sequence below. All required classes in the program are offered in only one semester (Fall or Spring), so choosing not to follow the recommended sequence will delay a student's completion of the program. If you are considering attending part-time or deviating from the recommended course sequence, you should first discuss your plan with the graduate coordinator. For descriptions of the courses, please refer to the Graduate Catalog.

	Year 1	Year 2	Year 3
Fall	5311 - Research Methods & Statistics I	5321 - Biological Bases of Behavior	5357 - Psychopharmacology
	5323 - Advanced Social Psychology	5350 - Introduction to Psychotherapy	5356 - Applied Cognitive/Behavioral Psych
	5324 - Advanced Developmental Psychology	5343 - Intellectual Assessment	5398 – Clinical Practicum
Spring	5312 - Research Methods & Statistics II	5342 - Professional Issues and Ethics	5349 – Diversity Issues and Multiculturalism
	5341 – Graduate Psychopathology	5322 - Advanced Personality Theories	5352 – Therapy with Multiple Clients
	5344 - Personality Assessment	5398 - Clinical Practicum	5398 – Clinical Practicum
Summer	Elective	Elective	

Annual Evaluation

Students' progress in the program will be formally evaluated annually at the end of each Spring semester by a committee of graduate faculty. Each student will be evaluated in the areas of academic performance, professionalism and communication skills, and clinical skill development. Student progress will be rated as "satisfactory," or "needs improvement" in each of these three areas.

Any areas rated as "needs improvement" may require an improvement plan (consisting of remedial steps with specific timelines) for the student. Students must make progress on documented deficiencies (as evaluated by the faculty committee) before continuing in the program. Multiple consecutive ratings of "needs improvement" on the same criteria may result in dismissal from the program. The results of the annual evaluation, including any improvement plans, will be shared with the student in a formal letter. For more information about the annual evaluation, refer to Section 2 of this handbook.

Practicum and Oral Exam

Students will participate in three semesters of clinical practicum as part of their clinical training. In order to register for practicum, a student must have received ratings of "satisfactory" or "proficient" on all areas of the most recent annual evaluation (if an area of concern was noted on the evaluation (a rating of "needs improvement"), the area of concern needs to have been addressed and rectified before the student may enroll in practicum.

Students must apply for practicum the semester before they intend to register for it. The practicum supervisor will arrange the assignment of the student to a practicum training facility during those semesters the student registers for practicum, and will have overall responsibility for supervising and evaluating the student's performance.

An oral examination will be given toward the end of the program over a therapy and testing case conducted during their practicum placement. Students are required to prepare a comprehensive

written analysis of the case which they will present during the oral examination with the faculty. Development of this presentation will be under the direction of the practicum faculty supervisor, and the final draft of the paper must be approved before the oral exam. The practicum faculty supervisor is responsible for scheduling and administering the oral examination. The oral examination is graded as “satisfactory,” “conditional,” or “re-examination required.” For more information about practicum and the oral exam, refer to Section 4 of this handbook.

Thesis (Optional)

Students may also elect to complete a thesis in addition to their required coursework. This may be best suited to those students who wish to further develop their research skills in preparation to pursue advanced training at the doctoral level.

Students interested in completing a thesis are encouraged to begin thesis work at the end of your first or start of their second year of the program. In consultation with their assigned advisor, the student will select a thesis committee consisting of a chair (primary thesis advisor) and two additional university faculty. In consultation with the thesis committee, the student will develop a thesis research proposal. Once the proposal is approved by the chair of the thesis committee, a proposal defense meeting will be scheduled. Upon successful completion of the thesis proposal meeting, the student will obtain permission (if applicable) of the Institutional Review Board (IRB) to begin collecting data. When permission is granted, the student will collect data and complete the final thesis manuscript. Once the manuscript is complete, a final thesis defense meeting will be scheduled. For more information on thesis procedures, refer to Section 3 of this handbook.

Academic Advising

Advising is done in several ways. The graduate coordinator informs students about upcoming registration (including the required/recommended course sequencing), scholarship information, and funding opportunities that may arise. The coordinator is available to answer students' questions about degree requirements. All students should meet with the graduate coordinator during the first year in the program to complete a degree plan.

In addition, each student is assigned a faculty mentor at the beginning of the first semester. The faculty mentor is available to discuss the student's progress in the program as well as other topics such as research interests, career options, and advice for applying to doctoral programs.

Finally, students should also consult with the professional academic advisor of graduate students in the College of Liberal Arts (Rachel Kirk: Rachel.kirk@tamucc.edu, 825-3277, FC 148). The academic advisor is responsible for tracking students' progress in the program (and will notify students if they fail to maintain good academic standing), processing transfer credits, and clearing students for graduation. Students must complete an application for graduation by the start of the semester in which they intend to graduate (the application for graduation can be completed on SAIL).

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Liberal Arts

GRADUATE DEGREE PLAN: Master of Arts in Clinical Psychology

STUDENT:

Term Admitted:

ID:

CORE COURSES (15 credit hours)

_____ PSYC 5324 Advanced Developmental Psychology (3 credits)
_____ PSYC 5323 Advanced Social Psychology (3 credits)
_____ PSYC 5321 Biological Bases of Behavior (3 credits)
_____ PSYC 5311 Research Methods & Statistics I (3 credits)
_____ PSYC 5312 Research Methods & Statistics II (3 credits)

CLINICAL COURSEWORK (39 credit hours)

_____ PSYC 5322 – Advanced Personality Theories (3 credit hours)
_____ PSYC 5341 – Graduate Psychopathology (3 credit hours)
_____ PSYC 5343 – Intellectual Assessment (3 credit hours)
_____ PSYC 5344 - Personality Assessment (3 credit hours)
_____ PSYC 5350 – Introduction to Psychotherapy (3 credit hours)
_____ PSYC 5342 - Professional Issues and Ethics (3 credit hours)
_____ PSYC 5349 – Diversity Issues and Multiculturalism (3 credit hours)
_____ PSYC 5352 – Therapy with Multiple Clients (3 credit hours)
_____ PSYC 5356 - Applied Cognitive Behavioral Psychology (3 credit hours)
_____ PSYC 5357 – Psychopharmacology (3 credit hours)
_____ PSYC 5398 – Clinical Practicum (3 credit hours)
_____ PSYC 5398 – Clinical Practicum (3 credit hours)
_____ PSYC 5398 – Clinical Practicum (3 credit hours)

ELECTIVE COURSEWORK (6 credit hours. May include PSYC 5395 Thesis. Electives outside of the psychology program must be approved by the graduate coordinator)

_____ (3 credits)
_____ (3 credits)

ORAL EXAM DATE: _____

(OPTIONAL): THESIS PROPOSAL DATE: _____ **THESIS DEFENSE DATE:** _____

Other Requirements: Minimum of 60 credit hours. A maximum of 12 credit hours may be transferred. A maximum of 9 credit hours may be graded credit/no credit. To graduate, student must have a minimum GPA = 3.0.

Student: _____ Date: _____

Graduate Coordinator: _____ Date: _____

A signed copy should be sent to the Academic Advisor in the Office of Graduate Education

Department of Psychology Faculty - Fall 2022

<u>Psychology Faculty</u>	<u>Graduate Teaching Areas</u>	<u>Office</u>	<u>Office Phone</u>	<u>Email</u>
Dr. Lisa Comparini	Developmental	BH 317	361-825-2184	lisa.comparini@tamucc.edu
Dr. Lauren Denver-Potter	Undergraduate teaching only	BH 315	361-825-2394	lauren.denver-potter@tamucc.edu
Dr. Brenda Frye <i>Director of Clinical Training</i>	Psychopathology, Assessment, CBT	BH 338	361-825-4149	brenda.frye@tamucc.edu
Dr. Mark Hartlaub	Personality Theories	BH 358	361-825-5818	mark.hartlaub@tamucc.edu
Dr. Gina Hawkins	Biological Bases	BH 313	361-825-2391	gina.hawkins@tamucc.edu
Dr. Sam Hill	Personality Theories, Multiple Clients	BH 356	361-825-2389	sam.hill@tamucc.edu
Dr. Amy Houlihan <i>Department Chair</i>	Social	BH 309	361-825-2971	amy.houlihan@tamucc.edu
Dr. Troy Martinez	Assessment, Practicum, Psychopharmacology	BH 356	361-825-2389	t_martinez@doctor.com
Dr. Miguel Moreno	Biological Bases	BH 312	361-825-2205	miguel.moreno@tamucc.edu
Dr. Dung Ngo	Assessment, CBT, Multicultural	BH 316	361-825-5994	dung.ngo@tamucc.edu
Dr. Darcey Powell	Developmental	BH 352	361-825-4149	darcey.powell@tamucc.edu
Dr. Collin Scarince	Biological Bases	BH 354	361-825-4127	collin.scarince@tamucc.edu
Dr. Steven Seidel	Research Methods	BH 314	361-825-2619	steven.seidel@tamucc.edu
Dr. Yuliana Zaikman <i>Graduate Coordinator</i>	Research Methods	BH 311	361-825-4129	yuliana.zaikman@tamucc.edu
Dr. Anthony Zoccolillo	Undergraduate teaching only	BH 318	361-825-2390	anthony.zoccolillo@tamucc.edu

Section 2

Annual Performance Evaluation

Annual Performance Evaluation

Spring Evaluation

Students' progress in the program will be formally evaluated annually at the end of each Spring semester by the graduate program committee.

Each student will be evaluated in three areas: (1) academic performance (i.e., course grades, academic readiness, and research skills), (2) professionalism and communication skills, and (3) clinical skill development (i.e., application of ethical standards, knowledge of cultural diversity, assessment/intervention skills, supervision, and interprofessional skills). Evaluations will be completed at the end of each semester by all faculty teaching a graduate course. Non-clinical faculty will complete part (1) and part (2) of the evaluation form. Clinical faculty will complete all parts of the form. Student progress will be rated as "satisfactory," or "needs improvement.". Any areas rated as "needs improvement" may require a personalized action plan (consisting of remedial steps with specific timelines) for the student. The compiled evaluations will be reviewed by the current graduate program committee. The results of the annual evaluation, including any improvement plans, will be shared in a formal letter with the student and the student's assigned faculty mentor. Students must make progress on documented deficiencies (as evaluated by the faculty committee) before continuing in the program. Multiple consecutive ratings of "needs improvement" on the same criteria may result in dismissal from the program.

First Semester (Fall) Evaluation

In addition to the formal evaluation of all students in the Spring, an informal evaluation of first-year students will take place in the Fall (at the end of the first semester in the program). The purpose of this is to identify any areas of concern early on and to provide proper support to students before their difficulties become more significant. Unless there is a notable problem, students will not receive formal feedback from the Fall evaluation.

Part 1: Academic Performance

1. Earned a final grade of A or B
2. Turns in assignments on time
3. Discusses any academic concerns or issues openly and respectfully with the faculty
4. Evaluates and synthesizes scientific research and applies it to psychological problems
5. Written communication is well organized while utilizing APA style correctly and containing few grammatical or spelling errors
6. Communicates effectively in discussions and oral presentations

Part 2: Professionalism and Communication Skills

1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Actively seeks and demonstrates openness and responsiveness to feedback.
3. Develops and maintains effective relationships with a wide range of individuals, including other students, colleagues, communities, organizations, supervisors, and those receiving professional services.
4. Demonstrates effective interpersonal communication.
5. Communicates professionally in emails.
6. Arrives on time to class. If arriving late, notifies the faculty ahead of time.

Part 3: Clinical Skills (to be completed only by clinical faculty)

Ethical & Legal Standards

1. Is knowledgeable of and acts in accordance with relevant laws, regulations, and policies both at organizational, local, state, regional, and federal levels.
2. Is knowledgeable of and acts in accordance with relevant professional standard and guidelines.
3. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve the dilemmas.
4. Conducts self in an ethical manner in all professional activities

Individual & Cultural Diversity

5. Demonstrates an understanding and awareness of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
6. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
7. Demonstrates the ability to articulate an approach to working effectively with diverse individuals and groups and applies this approach effectively in their professional work.

Assessment Skills

8. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
9. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural).

10. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
11. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention

12. Establishes and maintains effective relationships with the recipients of psychological services.
13. Develops evidence-based intervention plans specific to the service delivery goals.
14. Demonstrates the ability to apply the relevant research literature to clinical decision making.
15. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

Consultation and Interprofessional Skills

16. Demonstrates knowledge and respect for the roles and perspectives of other professions.
17. Demonstrates knowledge of consultation models and practices.

Supervision

18. Recognizes and understands the process of supervision and training from faculty.
19. Receptive and responsive to feedback from faculty supervisors.

Section 3

Thesis

Thesis Procedures

Completing an empirical thesis is an optional component to the MA Psychology program. This option should be of interest to students who want to develop their research skills, especially those who plan to pursue a doctorate in psychology in the future.

Students who plan to complete a thesis are encouraged to begin thesis work as soon as possible after being admitted to the program. In consultation with their assigned advisor, the student will select a thesis committee consisting of a chair (primary thesis advisor) and two additional university faculty. The chair and at least one of the other members must be full time graduate faculty members within the psychology department. The student is expected to work closely with the committee chair when designing and executing the thesis research project.

Thesis students will enroll in two sets of thesis credit hours (PSYC 5390). To enroll, students must work with their thesis advisor to complete the CLA Graduate Thesis Request form (advisors can locate this form on the I drive). This form is to be signed by the student, thesis advisor, graduate coordinator, department chair, and associate dean. All signatures must be obtained by the last day of the semester *before* the thesis hours are to begin in order for the CLA academic advisor to create the course and enroll the student.

The Office of Graduate Education requires thesis students to submit documentation of their thesis committee members (Form A), scheduled thesis defense (Form B), and thesis defense outcome (Form C). Students should access these forms from here:

http://gradcollege.tamucc.edu/contact_us/forms.html#collapse3

For additional details about these requirements, please refer to the student handbook on the Office of Graduate Education website.

In addition, students are expected to refer to the above handbook for all deadlines regarding the thesis as well as the procedures for electronic submission and binding of the final thesis document.

Typical Thesis Timeline

Students should work closely with their thesis advisors to develop a reasonable timeline for completion of their thesis. During the first semester of thesis hours, the student will write a thesis proposal in consultation with their thesis advisor. The thesis proposal consists of a thorough literature review and the methodology of the proposed study. Once the proposal is approved by the chair of the thesis committee, a proposal defense meeting will be scheduled with all three members of the thesis committee. The student should distribute copies of the proposal to the committee members at least one week prior to the time of the proposal defense meeting. Upon successful completion of the thesis proposal meeting, the student will obtain approval (if applicable) of the institutional review board (IRB) to begin collecting data.

The student will collect and analyze data and write the final thesis manuscript during the second semester of thesis hours. Once the manuscript is complete, a final thesis defense meeting will be scheduled with the whole committee. The chair of the thesis committee is responsible for scheduling and administering the thesis proposal and final oral defense. As with the thesis proposal, the student is responsible for distributing copies of the completed thesis to the committee members at least one week prior to the thesis defense. The final thesis defense

is graded “pass” or “fail.” The student may retake the final oral examination once, with a second failure resulting in termination of the thesis. When the final version of the thesis is completed and all committee members have approved the document, the student is required to follow the procedures for electronic submission and binding as described in the Graduate Student Handbook.

If, at any point, a student decides not to complete a thesis that is in progress, they must complete the Thesis Termination Form and submit it to the Graduate Coordinator.

College of Liberal Arts Graduate Thesis Request

Student: _____ Banner ID: A# _____

Address: _____ Phone #: _____

Academic Year: _____ Semester(s): _____ # Hrs. (3-6): _____

Field of Study: _____ Course #: _____ 539

Online Classification (Choose one): _____

THESIS DIRECTOR INFORMATION:

Professor Name: _____ Professor Banner ID: A# _____

Office: _____ Phone: _____ Email Address: _____

Office Hours: _____

ATTACH A BIBLIOGRPAHY and/or THESIS PROPOSAL

Signature of Student: _____ Date: _____

Thesis Director: _____ Date: _____

Graduate Coordinator: _____ Date: _____

Department Chair: _____ Date: _____

Associate Dean: _____ Date: _____

TO HAVE THIS COURSE CREATED, THIS COMPLETED FORM MUST BE FILED IN THE DEAN'S
OFFICE OF THE COLLEGE OF LIBERAL ARTS BY THE LAST CLASS DAY OF THE
SEMESTER PRIOR TO ENROLLING FOR THIS COURSE

Student Learning Outcomes for Thesis Hours

PSYC 5395 – Thesis 1

For this course, the student will:

- Conduct a literature review of the topic of choice
- Develop a research question or hypothesis pertaining to the topic, and design an empirical study that addresses the research question or hypothesis
- Create an APA-style thesis proposal (including an Introduction section and a Method section), and present this proposal to the thesis committee

PSYC 5395 – Thesis 2

For this course, the student will:

- Collect data for the thesis
- Analyze the data using appropriate statistical techniques
- Successfully defend a completed written APA-style thesis (including an Introduction, Method, Results, and Discussion sections) to the thesis committee

Master's and MFA Thesis Student Checklist

Please use the checklist below for a timely submission of requirements.

Forms can be found at <http://gradschool.tamucc.edu/forms.html>

☐	Degree Plan (<i>Master's and MFA</i>)	Before completing 50% of required program SCH
☐	Form A – Thesis Advisory Committee Appointment <i>Master's and MFA</i>)	Before state of data collection/creative activity
☐	Form B – Preliminary Agreement to Schedule the Thesis Defense/Final Examination (<i>Master's and MFA</i>)	Five (5) days prior to defense
☐	Form C – Thesis Defense & Written Thesis Report *Form should not be signed until student has passed the defense AND made all necessary thesis changes requested by the committee.	Master's - Two (2) weeks prior to Graduation MFA – Friday prior to graduation
☐	Form D – Thesis Committee Member Change Request (<i>Master's and MFA</i>)	As needed
☐	Form I – Graduate Degree Plan Exceptions Form (<i>Master's and MFA</i>)	As soon as needed for exception
☐	Form J – Graduate Degree Plan Revalidation Request (<i>Master's and MFA</i>)	As needed
☐	Form K – Request for a Leave of Absence (<i>Master's and MFA</i>)	As needed, prior to requested leave period
☐	Final Version of Thesis Uploaded to ProQuest www.etdadmin.com/tamucc Thesis submission deadlines can be found online at http://gradschool.tamucc.edu/current_students/masters_students.html Note: Title Page, Committee Member Page, and Copyright Page templates can be found online at http://gradcollege.tamucc.edu/current_students/doctoral_dissertation.html	Master's - 2 weeks prior to graduation MFA – 5 business days prior to graduation

Thesis Termination Form

For record-keeping purposes, any student who has begun a thesis but decides (for any reason) not to complete it, must complete this form, obtain the required signatures, and submit it to the Graduate Coordinator.

Student's name:

Thesis advisor's name:

Thesis title:

Progress to date:

Student signature

date

Thesis advisor signature

date

Committee member signature

date

Committee member signature

date

Graduate Coordinator signature

date

Section 4

Practicum and Oral Exam

Clinical Practicum and Oral Examination Procedures

Students will complete three practicum courses (PSYC 5398; 3 credit hours each) after they have passed the written comprehensive exam and completed required coursework as outlined in the graduate catalog. Students are expected to sit for the oral examination at the end of their third practicum course.

Practicum Placement

Practicum placements are coordinated and supervised by the designated clinical practicum supervisor (the instructor of the practicum course). Students should notify the practicum supervisor of their intent to register for practicum the semester *before* the practicum placement would begin. Students will meet with the practicum supervisor to discuss possible placement sites. They will then schedule a meeting or telephone interview with the agency supervisor. After the student interviews with the agency supervisor, a determination will be made by the practicum supervisor, in consultation with the student, as to the appropriateness of the practicum placement. Students typically interview at the practicum site during the semester before they plan to begin their placement. All paperwork required by the placement site must be completed during the semester before the beginning of practicum. Any delay in the submission may delay the practicum placement.

Practicum Hours and Meetings

Each practicum course requires a minimum of 150 hours of supervised experience. (Please note that *licensure* requirements for practicum experiences differ from degree requirements). Practicum hours are nearly always completed during normal business hours (Monday-Friday, 8:00am – 5:00 pm), so students should plan their other commitments accordingly. Students are expected to work in their assigned placement the entire semester even if they have completed all the required hours.

Students are expected to have weekly supervision with their agency/on-site supervisor in addition to attending the weekly practicum seminar at the University. Students should come to the practicum meeting with a completed and signed weekly log, which they will turn in to the practicum supervisor. **It is the student's responsibility to maintain and keep a signed record of their practicum experiences. Records for each practicum experience should be kept separately. Similarly, you should keep a copy of the syllabus for every graduate course you complete. You should retain these documents for future licensing purposes as you may be required to show proof of the types of education / training experiences you completed.**

Oral Examination

As the exit examination for the MA Psychology program, the oral exam serves as the opportunity for students to demonstrate their mastery of clinical assessment and related clinical skills. Students in the process of successfully completing their third semester of practicum placement will be allowed to sit for the oral examination. Students will prepare a thorough written analysis of a testing/therapy case from their practicum placement, and will present this case to a faculty panel.

A specific schedule of deadlines for the oral examination will be distributed in class to those individuals expecting to sit for the exam. If a student does not complete the necessary work for

the oral examination as scheduled, as determined by the practicum supervisor, they will not be allowed to take the oral exam and may be required to complete an additional section of practicum until this criteria can be met. Those students who expect to sit for the oral examination will need to schedule additional meetings with the practicum supervisor to review their oral case materials and to receive feedback on their drafts of the written report.

The practicum supervisor and graduate coordinator will arrange the oral exam schedule. Oral exams are typically held on Reading Day (the day before the first day of the University's final exam week). Each student's exam committee will consist of five psychology faculty members, including the practicum supervisor and at least one other clinician. Students are expected to provide five bound copies of their written report and five bound copies of their testing materials at the time of their exam.

The oral examination is graded as "satisfactory", "conditional," or "re-examination required." If deficiencies are identified during the exam, additional requirements may be added for successful completion of this requirement and may include, but are not limited to: repeating the examination, resubmission of written examination materials, or repeating a practicum placement. The student may retake the oral examination once, with a second failure resulting in termination from the program.

Testing Materials

The department allows practicum students to borrow assessment materials if they need a particular item for their oral exam case that is not available at their practicum site. If you're in need of a particular testing kit, please email Dr. Frye at least 48 hours before you need the materials. This will ensure that there is adequate time to get the materials out of storage and to schedule a time to check them out to you. When you're done with the assessment, the materials should be returned.

Section 5

Other Policies and Expectations

Other Policies and Expectations

Academic Expectations

A minimum grade-point average of 3.0 ("B") on a 4 point scale in all graduate-level work taken at this university is required for graduation. In addition, a minimum grade-point average of 3.0 ("B") is required in all psychology courses (PSYC prefix) taken at the graduate level. Students whose GPA falls below 3.0 will be placed on scholastic probation.

No grade of less than "C" and no more than two "C's" earned at this university will be accepted as credit for any master's program. Students receiving more than two grades of "C" in their coursework will be terminated from the program.

For more information, please refer to the graduate academic and degree requirements portion of the TAMUCC Graduate Catalog.

Professional Conduct

Students are expected to conduct themselves in a professional and ethical manner throughout their graduate training. This includes appropriate and professional conduct in the classroom as well as in written or oral communication with faculty outside of class. Students are also held to professional ethical standards in their clinical training as well as research training.

For more information on ethical standards in psychology, please refer to the APA's Ethics Code:

<https://www.apa.org/ethics/code/index>

Students involved in research projects that involve human subjects are required to complete training in the responsible conduct of research:

<https://irb.tamucc.edu/training.html>

Academic Integrity

Psychology MA students are held to the same standards of academic honesty as all other TAMUCC students. As stated in the Graduate Catalog:

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of "F" or "0" to work in question;
6. Assigning grade of "F" for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his or her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended because of academic dishonesty, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance.

Communication

You are issued an Islander email account when you enroll, and it's important that you use this account. Official messages from the university and messages sent from faculty via Canvas will go to this account (you may opt to forward the Islander account to another email account).

The faculty in the Psychology program typically communicate by email more frequently than by phone. All faculty hold scheduled office hours and are generally available at other times by appointment.

Course Evaluations

All TAMUCC students are asked to complete evaluations of each of their courses at the end of the semester. These evaluations are completed online, and responses are anonymous. The Psychology faculty expect that you will take these evaluations seriously and provide your thoughtful feedback about the courses. This feedback is very important in helping faculty prepare for future classes.

Special Request Policy

In rare cases exceptions to the policies regarding program requirements may be made at the discretion of the faculty (and with approval from the Office of Graduate Education, if necessary). Students may submit requests for exceptions to a policy in writing (email is acceptable) to the graduate coordinator and should include an explanation/justification for the request. The graduate coordinator will bring the student's request to the next regularly scheduled faculty meeting (typically held once a month) for all faculty to discuss and make a decision. The graduate coordinator will then communicate the decision of the faculty to the student in writing.

Documentation

Students who pursue licensure after graduation can expect to be asked to provide documentation of their coursework and practicum experiences as part of their licensure application. Be sure to save electronic and paper copies of all your course syllabi and practicum supervision logs.