UT Tyler
THE UNIVERSITY OF TEXAS AT TYLER

CLINICAL PSYCHOLOGY

The University of Texas at Tyler

School of Health Professions
Department of Psychology and Counseling

Master of Science in Clinical Psychology (M.S.)

Student Handbook

Updated September 2026

3900 University Blvd
Tyler, TX 75799

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Student Handbook Introduction

The *Student Handbook* is produced by the Department of Psychology and Counseling's M.S. in Clinical Psychology program and updated as needed. The *Handbook* is compiled by the Director of the M.S. Clinical Psychology program. The policies, regulations, procedures, and fees in this *Handbook* are subject to change without prior notice, if necessary, to keep the program in compliance with the current The University of Texas at Tyler.

Purpose of the Student Handbook

The *Handbook* serves to inform prospective and current students about the nature of the M.S. Clinical Psychology program degree. It is an important source of information for clinical psychology students. It is where program policies are documented and it is the "go to" resource when related questions arise, in addition to the program Director and the Graduate Admissions Advisor. As such, students should familiarize themselves with its content and turn to it when needed. Covered are topics ranging from degree requirements, practicum, comprehensive examinations, grades, student evaluations, student rights, and official program policies. In addition to this *Handbook*, students should also consult the University Catalog which includes University and Graduate School policies. The most recent University Catalog can be found at: https://www.uttyler.edu/academics/catalog/

The University of Texas at Tyler reserves the right to change curricula, rules, fees, admission requirements, and other requirements without notice. The provisions of this *Handbook* do not constitute a contract, expressed or implied, between any applicant, student, faculty member, or any other person and The University of Texas at Tyler. Additionally, the handbook does not replace the Ethics Code of the American Psychological Association (APA) (www.apa.org/ethics), or the jurisprudence rules of the Texas State Board of Examiners of Psychologists (wyw.tsbep.state.tx.us).

General University Information

Statement of Accreditation

The University of Texas at Tyler is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, master's and doctoral degrees. The University of Texas at Tyler also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of The University of Texas at Tyler may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404.679.4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Facts about The University of Texas at Tyler

Founded. 1971/1979
President. Julie V. Philley, MD
Affiliation. The University of Texas System
Location. Tyler, Texas
Campus. Five campuses/locations: the Tyler main campus and Health Science Center, Longview, Palestine and Houston. Main Campus: 260 acres in Tyler
Students. 11,701
Programs. More than 90 undergraduate and graduate programs.
Teaching Faculty. 648
Student-to-Faculty Ratio. 17:1
Student Organizations. More than 130 registered organizations
School Colors. Blue and Orange
Mascot. Swoop, the Patriot eagle.
Nickname: Patriots
Motto. "Fiat Lux," which is Latin for "Let there be light"
Athletics. NCAA Division II, Lone Star Conference Member.
Research Classification. R2 Research University (Doctoral Universities—High Research Activity)

The University Mission Statement

UT Tyler is a comprehensive public university. We help our students, patients, and community members achieve their educational and health goals by offering a combination of excellence in higher education, research, public service, and advanced healthcare delivery.

Department of Psychology and Counseling

Department Chair
Dennis Combs, Ph.D., Professor of Psychology

Department Description from the Chair

Welcome to the Department of Psychology and Counseling at The University of Texas at Tyler! We are more than excited to contribute to bettering the mental health of East Texas. With over 900 students who major in psychology and counseling, we are providing a much-needed workforce to navigate the complex challenges facing our community. Our students, faculty and staff are compassionate, caring, and committed to helping others.

We offer both the BA and BS degree in Psychology and students have the opportunity to learn from world class faculty who teach in their areas of specialization. Within the undergraduate program, there is room for internship and community-based learning in local organizations where students can put their education to use in real-world settings. Our graduate programs include the CACREP-Accredited Clinical Mental Health Counseling MA degree which leads to licensure as an LPC. We have two clinical psychology graduate programs, the MS in Clinical Psychology and the APA-Accredited Ph.D. in Clinical Psychology. Students in the PhD program focus on underserved populations such as veteran's issues, rural mental health, and geropsychology which are tremendous areas of need for East Texas. Our MA in School Counseling prepares professionals to help and assist students in school districts overcome mental and emotional difficulties. All faculty are active researchers and there are opportunities to engage in innovative research with our various research labs. Students often publish and present with faculty. We are a student-centered program, and you will find we go above and beyond to help students complete their degree and provide active mentorship/advising along the way!

We are very proud of our programs, and we hope you join us in learning about the science and practice of psychology and counseling. Our mission is to improve the lives of people in East Texas, and we gladly take on this challenge. Please come visit us and see where psychology and counseling can take you, career-wise. You will not be disappointed.

Department Mission

The mission of the department is to improve the lives of people in East Texas, and we gladly take on this challenge.

Master of Science in Clinical Psychology Program

Director
Drew A. Curtis, Ph.D., Associate Professor of Psychology

Overview of the MS in Clinical Psychology Program
The M.S. in Clinical Psychology is a 60-credit-hour program, which provides the opportunity for the student to understand, evaluate, and counsel persons with psychological problems, and to draw upon community resources for assistance in working with these persons.

During completion of the M.S. degree and approved practicums, the student is provided the opportunity to administer psychological tests, use various techniques of psychotherapy such as cognitive and behavioral therapy and other evidence-based practices, and become familiar with research practices in clinical psychology.

Students who complete all requirements of the Clinical Psychology M.S. who become licensed at the master's-level often work in psychiatric hospitals, in mental health centers, with Licensed Psychologists in private practice, or after 3000 hours of supervision, in independent practice with a Licensed Psychological Associate (LPA) license. Students may also wish to earn licensure at the doctoral level and pursue doctoral-level clinical psychology training upon graduation from this program.

Students may have the opportunity to work within faculty member research labs. This opportunity is competitive and will be available at faculty member discretion.

The program offers two tracks:

General Clinical Psychology Track: Designed for students seeking generalist clinical training, understanding how to read research literature and apply this to practice, and employment in mental health roles.

Neuropsychology Specialization Track: For students with specific interests in brain-behavior relationships and neuropsychological assessment. This track includes specialized coursework and training in neuropsychology.

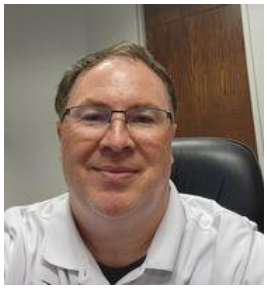
Licensure
The M.S. in Clinical Psychology qualifies students to take the exam for a Licensed Psychological Associate (LPA) from the Texas State Board of Examiners of Psychologists (TSBEP). An LPA license requires practicing under the supervision of a Licensed Psychologist. To practice independently, an LPA must complete an additional 3000 hours of supervised practice after receiving his or her degree and initial LPA license. Licensure also requires passage of the EPPP and Jurisprudence exams. The M.S. in Clinical Psychology does not meet licensure requirements for the LPC credential, and students who are interested in the LPC should consider the Clinical Mental Health Counseling Master of Arts program in our department.
Licensure requirements and board rules governing the practice of psychology may change periodically and students are encouraged to stay abreast of materials published by TSBEP, available at:
https://bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/

Program Governance and Contact Information

Core Faculty



Dr. Olga Berkout
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*For a comprehensive list of Faculty & Staff within the Department of Psychology and Counseling, please visit this link: https://www.uttyler.edu/academics/colleges-schools/education-psychology/departments/psychology-counseling/faculty/

Admissions Information

Application Requirements

To be admitted to the graduate program in Clinical Psychology, the individual must:

1. Hold a bachelor's degree from an accredited institution.
    a. Degrees obtained from international institutions must be equivalent to a 4-year bachelor's degree.
    b. Complete the following Prerequisites Courses:
        i. Psychological Statistics
        Experimental Psychology/Research Methods
        Abnormal Psychology
        ii. Admission to the graduate degree programs is not dependent upon prior completion of the undergraduate prerequisites. However, students should complete these courses during their first two semesters in the program.
2. Submit official transcripts from all institutions attended.
    a. Students who have not completed their bachelor's degree at the time of application should send their most recent incomplete transcript.
    b. Applicants with foreign transcripts must submit a detailed, course-by-course international transcript evaluation.
3. Complete the general Graduate School Application and Department Information Sheet.
4. Submit a Statement of Purpose.
    a. Statement of Purpose Prompt: Describe your future educational and career goals and explain how this program at UT Tyler would fit into these goals. How does the program correspond to your particular plans, needs, and previous background and experiences?
    b. Note: This should be a well-thought-out response that is several paragraphs in length and reflects your sincere interest in the program. Please note that faculty reviewers will be considering both the quality and clarity of your document.
5. Submit three Evaluations of Academic Potential forms.
6. Complete required Background Check
    a. International applicants must also complete an international background check.
7. If proof of English proficiency is required, the program has the following requirements:
    a. The minimum TOEFL or IELTS scores are 560 on the paper and pencil test, 220 on the computer-based test, or 87 on the internet-based test (TOEFL/IBT), or an overall band score of 7.0 (IELTS) with 6.5 or greater in each subsection. TOEFL and IELTS test scores are valid for only two years.
8. Submit a curriculum vitae.

Admissions Timeline and Decisions

The MS in Clinical Psychology program follows a cohort model, admitting a new group of students once per year for the fall semester only. The application deadline is March 15 each year for admission to the following fall term. Spring or summer start terms are not permitted.

Admission to the program is competitive and based on a holistic review conducted by the Clinical Psychology faculty. Each applicant is evaluated on multiple factors, including academic preparedness, relevant experience, professional goals, and overall fit with the program's training model. The faculty place great care and attention into each review, and applicants are encouraged to submit well-prepared and thoughtful materials.

Timeline

- Priority Deadline: November 1
- Deadline: February 15
- Final Deadline: May 1
    - Waitlist offers made as space allows

Applicants will receive one of the following admission decisions from the Graduate Admissions Advisor:

- Full Admission: Student meets all program and Graduate School requirements and may enroll in up to 12 credit hours in the first semester.
- Provisional Admission: Student may enroll conditionally while pending final documents (e.g., transcript showing degree conferral). All documentation must be submitted within the first semester to avoid withdrawal from the program.
    - Applicants who are missing only the background check may be eligible for provisional admission. The background check must be completed prior to full admission.
- Waitlist: Student meets admission standards but was not initially selected due to cohort capacity. Waitlisted students may be offered admission if space becomes available.
- Deny: Student does not meet the program's criteria for admission at this time. While feedback on individual applications is not provided, applicants are welcome to reapply in a future cycle.

Applicants who are offered admission may request a one-time deferral to the following fall term under extenuating circumstances, subject to faculty approval.

Transfer Credit Policy

Transfer of graduate credit from a regionally accredited institution is limited to 9 credit hours for master's degrees. All transfer credit must have been completed with a grade of "B" or better and approved by the degree-granting program. Transfer credits for courses completed prior to admission to UT Tyler should be evaluated and approved during the first semester. Since the restrictions placed upon transfer work may vary from program to program, each graduate degree student should refer to the section of this catalog that details the requirements of the proposed degree. Forms for this purpose are available online or in the Office of Graduate Admissions. Any request by the student for acceptance of graduate transfer credit should be directed to students' faculty advisor and the program coordinator. Transfer credit will not be evaluated prior to admission to the program.

Program Structure and Curriculum

Clinical psychology students may complete a general program of study in clinical psychology or may choose a specialization in neuropsychology.

Credit Hour Requirements

The Master of Science in Clinical Psychology degree program requires 60 credit hours of graduate course work, for either the general clinical or neuropsychology emphases.

Course descriptions and further information may be found within the UT Tyler Course Catalog.

Required Courses

Foundation: All clinical psychology students are required to complete a foundation of 48 credit hours as follows:

- **PSYC 5308:** Advanced Psychopathology & Diagnosis
- **PSYC 5312:** Evidence-Based Psychotherapy
- **PSYC 5320:** Advanced Human Growth and Development
- **PSYC 5323:** Professionalism
- **PSYC 5324:** Clinical Cultural Diversity
- **PSYC 5327:** Introduction to Clinical Skills
- **PSYC 5328:** Issues & Professional Ethics
- **PSYC 5340:** Advanced Psychological Statistics & Design
- **PSYC 5345:** Group Counseling & Therapy
- **PSYC 5363:** Learning and Motivation
- **PSYC 5366:** Assessment of Individual Mental Ability I
- **PSYC 5368:** Clinical Mental Health Assessment
- **PSYC 5392:** Clinical Skills I
- **PSYC 5398:** Research Seminar
- **PSYC 5396:** Supervised Practicum in Psychology
- **PSYC 5397:** Advanced Supervised Practicum in Psychology

NOTE: PSYC 5396 and PSYC 5397 require 150 hours per course, 50 direct

Neuro Track-Biological Bases of Behavior (must take the course below)

- **PSYC 5350:** Clinical Neuropsychology

General Track-Biological Bases of Behavior-(students may choose one of the following courses)

- **PSYC 5350:** Clinical Neuropsychology
- **PSYC 5352:** Behavioral Neuroscience
- **PSYC 5354:** Psychopharmacology

Required Elective Credits

General Track: Students are required to complete 12 credit hours of psychology or counseling courses. Students should select courses with their advisor. They should note that not all counseling courses may be open to psychology students.

Neuro Track: Students pursuing the neuropsychology specialization complete the following courses as electives:

- **PSYC 5356:** Neuropsychological Assessment of Memory
- **PSYC 5358:** Neuropsychological Assessment: Fixed Battery
- **PSYC 5359:** Flexible Neuropsychological Battery

Note: Degree plan templates with suggested course progression are available in Appendix A.

Practicum & Clinical Training

Overview of Practicum

The practicum sequence is a required component of the MS in Clinical Psychology program, designed to provide students with supervised, hands-on experience in applied psychological services. Students complete two semesters of practicum:

- **PSYC 5396 – Supervised Practicum in Psychology**
- **PSYC 5397 – Advanced Supervised Practicum in Psychology**

Each practicum includes both field-based clinical experience and weekly group supervision provided by a licensed psychologist at UT Tyler. Students are expected to engage in meaningful clinical work such as intakes, assessments, interventions, treatment planning, and case documentation.

Requirements and Prerequisites

To be eligible for enrollment in practicum, students must:

- Be in good academic standing.
- Successfully complete the following clinical skills coursework:
    - PSYC 5312: Evidence-Based Psychotherapy
    - PSYC 5391: Introduction to Clinical Skills
    - PSYC 5392: Clinical Skills I
- Earn a grade of B or higher in clinical coursework and maintain appropriate professional dispositions.
- Have an approved practicum site and a signed **Practicum Site Agreement** prior to registration.

These prerequisites ensure students are clinically prepared and ethically competent to begin working in supervised, real-world settings.

*****Students must have professional liability insurance prior to beginning practicum******

Site Selection and Approval Process

The MS in Clinical Psychology program supports a decentralized site placement process. Students are provided a list of department-approved practicum sites but are responsible for initiating contact, interviewing, and securing their own placement.

If a student identifies a new potential practicum site, they must work in collaboration with the Practicum Coordinator, Dr. Brad Green (bgreen@uttyler.edu), to ensure the site meets departmental criteria. New sites must offer appropriate clinical opportunities and on-site supervision by a Licensed Psychologist, Psychiatrist, LPC-S, or approved supervisor.

To be enrolled in PSYC 5396 or 5397, the following must be submitted and approved:

For a student to be enrolled we need a practicum site agreement.

For a site to be approved we need a completed site information form to review, which includes supervisor credentials, training activities, and populations served.

Supervision Expectations

Supervision is a critical element of practicum training. Students are required to receive:

- A minimum of one hour per week of individual or triadic supervision from an on-site supervisor who holds an active license as a Psychologist or LPC-S in the state of Texas.
- Weekly group supervision through the university practicum course, conducted by a UT Tyler faculty

member who is a licensed psychologist.

Site supervisors must also complete formal student evaluations at both the midpoint and end of the semester. These evaluations inform the student's grade and ongoing eligibility to remain at the site.

Documentation and Hour Requirements
Students are required to complete and document practicum training hours each semester.

- Minimum total hours per semester: 150 hours
- Minimum direct service hours: 50 hours (e.g., assessment, therapy, intake)

Hours must be:

- Logged contemporaneously
- Signed by the on-site supervisor
- Submitted to the practicum instructor for review
- Students are required to maintain signed practicum hour logs within their own records. Students should note that they may be asked to produce this documentation for future licensure.

Timely, accurate documentation is required to earn credit for the course. Unsatisfactory site evaluations or incomplete hour documentation may result in a failing grade or dismissal from the site.

Clinical Psychology M.S. Program Retention and Evaluation Policy

Purpose

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from varied backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from a range of backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems).

[Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004.]

Dismissal from Program

The department may dismiss students from their degree programs for failure to make satisfactory progress toward degree completion based on annual review of performance, academic performance or following a student hearing or remediation meeting to address problematic behaviors. Students may also be dismissed for violations of the ethical and professional standards of the American Psychological Association, American Counseling Association, or the American School Counselors Association, or the Departmental Student Code of Conduct (see below). Each graduate program has their own policies, procedures, and remediation policies.

Formation of a Faculty Hearing Panel

Student problems and concerns can be referred to a Faculty Hearing Panel (hereafter known as the Committee)

for review and recommendations. The Committee can be formed following a request from a faculty member, annual evaluation of student progress, or following unsatisfactory resolution of previous problems. The

Committee will consist of three faculty members from the student's discipline, although a fourth member outside the discipline may be added from either the department or another department at the discretion of the Department Chair.

This ad hoc Committee will be appointed by the Department Chair. The Committee will notify the student of the reasons why he or she is not making satisfactory progress or meeting program standards. Furthermore, the student will have the opportunity to meet with the Committee to respond and present information and witnesses. The Committee will also meet with the program director/faculty or faculty member who referred the student to the Committee. After considering the matter, and within 15 working days of meeting with the student, the Committee will report to the student and the Department Chair, their written recommendations. The Committee may make recommendations, such as placement on watch or warning status, placement on probation, a recommendation for dismissal, and/or placing restrictions or conditions on the student's continuance in the program.

The specific recommendation is made directly to the Clinical Psychology Program Committee (CPPC) which will vote on whether to accept the recommendation from the Committee. The CPPC will implement the recommendations, develop the remediation, and monitor compliance and resolution. Within 15 working days of receipt of the faculty recommendations, the student will notify the Chair of the Department of Psychology and Counseling, in writing (paper or email from UT-Tyler Patriot account) of the acceptance of or intent to appeal the Committee's recommendation.

Evaluating Student Fitness and Performance

Members of the clinical faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students may receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. All students who have completed greater than 9 hours will be evaluated annually using the GSARP (graduate student annual review of progress). The GSARP provides ratings over various professional domains along with an overall performance rating. Students will be provided a copy of the GSARP following the review meeting. These evaluations occur in the summer or can be conducted at any time following a complaint or problem. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics.

Remediation and Disposition of Student Problems and Concerns

Student problems and concerns can be addressed in a variety of ways. There are informal and formal methods of student remediation. There are three levels of remediation available which are labeled 1) Watch, 2) Warning, and 3) Probation and/or Dismissal. A recommendation for dismissal occurs after the Faculty Hearing Panel reviews the information and makes this recommendation to the CPPC. Any level of remediation can arise at any time based on the request of a departmental or program faculty member.

To help prevent these types of situations, all new students are required to acknowledge receiving the Clinical Psychology M.S. Student Code of Conduct and are familiar with the professional expectations and responsibilities while in the program. Students also acknowledge that the program follows the APA Code of Ethics, state laws regarding the practice of psychology, and all relevant university policies and procedures. It is expected that students follow all ethical guidelines when conducting their professional and academic duties.

A description of potential levels of remediation is provided below:

Watch Status

This is an informal status within the clinical program and can occur at any time during the academic year. It is usually based on a single issue or concern with a faculty member, supervisor, or other program member working directly with the student. The problem or issue can be addressed and corrected in an informal manner between the student and faculty/program member. The plan is documented between the specific faculty member and student and the Program Director is notified of the situation and plan. The plan is kept with the faculty member overseeing the concern or issue. Since this is a plan developed by the student and faculty member it is not part of the student's official record. Examples of situations falling under the watch category include:

Demonstrates problems in a single practicum site, in a specific class (e.g., paper not acceptable and needs revision), or in a specific area of competence related to class performance or performance on practicum duties (e.g., lack of professionalism; continued disrespect of faculty, students, or others).

- Challenges in professionalism may include, but are not limited to, arguing that a course or assignment should or should not be required, discussing client information in a nonconfidential setting, using inappropriate language in educational or professional contexts, taking mid-semester vacations interfering with academics, arriving to or leaving class early, missing classes or other meetings, asking for modifications in course assignments or schedule to accommodate non-emergent life circumstances, non-responsiveness to email, repeatedly emailing faculty or others without giving appropriate time for a response, using one's phone (e.g., texting or answering calls), using one's laptop for non-class activities (e.g., emailing, texting, web-surfing), holding private conversations, engaging in non-class activities (e.g., reading the newspaper), sleeping, and other behaviors judged to reflect challenges by faculty.

Warning Status

This status is an indication that faculty are concerned about student performance or progress. Warning status can arise following a hearing by the Faculty Hearing Panel. Warning status is accompanied by a written remediation plan and the student must attend and remediate the problematic behavior in order to return to good standing. The warning plan is kept by the Program Director and a copy is provided to the Department Chair; these can be reported and are part of the student official record for licensure purposes. Examples of situations falling under the warning category include:

- Obtains two incompletes or any grades below a C in course work (except for practicum)
- Three or more C grades (students are only allowed to count 2 C grades towards graduation)
- Failure to comply with Watch status recommendations
- Does Not Meet Expectations on the GSARP in a single domain or overall rating.
- Problems across multiple areas and settings or problems judged serious enough to need formal remediation (e.g., dismissal from a training/practicum site). These can include persistent absences and tardiness, consistently late course work, poor course performance, poor performance in training activities, multiple deficits in practicum performance, frequent cancellations of client and supervision appointments or meetings, or other unprofessional behavior.

Probation Status and/or Program Dismissal

Probation status is a serious category of student remediation and may involve a program or departmental recommendation for program dismissal. Probation status can arise following the Faculty Hearing Panel. Probation can be with or without a recommendation for dismissal depending on the specific situation. Students may move from Warning status to Probation status if continued problems are

demonstrated or if the Warning status plan is not completed satisfactorily.

The formal written probation remediation plan is part of the student's official record and may be reportable to other agencies. The department and program may dismiss students from their degree programs for continued failure to make satisfactory progress toward degree completion, multiple Cs or grades of incompletes or any Ds or Fs, overall GPA below 3.0, or serious ethical, academic, and/or professional violations. Students may be dismissed for serious and/or harmful violations of the ethical and professional standards contained in the various ethical codes regulating psychology, the Clinical Psychology MS Program Code of Conduct, or relevant university policies.

Decisions for dismissal will follow departmental guidelines and involve a Faculty Hearing Panel and recommendation to the CPPC. Students on Probation may NOT enroll in, begin, or continue their practicum course(s) until the probation has been removed. Examples of situations falling under the Probation and/or Dismissal category include:

- Overall GPA below 3.0 (This triggers automatic academic probation by the Graduate School)
- Three or more incompletes in course work or grades of C
- Any grade of D or F
- Multiple (2+) Does Not Meet Expectations on the GSARP on different domains or overall, including over a single evaluation period.
- Failure to satisfactorily complete a warning status remediation plan for course work,
- Repeated training, or practicum performance problems; repeated (2+) failures of watch status recommendations
- Serious ethical, academic, and unprofessional behavior that violates the ethical and professional standards of behavior

Appeals Process for Program Level Decisions

Decisions regarding a student's official status within the program are handled based on the following guidelines. All students have the right to due process regarding decisions made in the program.

Watch, Warning, Probation or Dismissal Decisions

If the student appeals the Program's or Committee's recommendations, the Department Chair, after considering the Committee's recommendation and after meeting with the student, will determine whether the student will be allowed to remain in the program or adjust the remediation plan as needed. The Chair need not meet with the student before making a decision if the Chair has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the Chair's decision in writing within fifteen working days of the chairperson's meeting with the student. If the student is dissatisfied with the Chair's decision, he or she may appeal to the Dean of the School of Health Professions. However, in order for an appeal to the Dean to be considered, the student must submit a written notice for an appeal to the Dean within fifteen working days of receiving the Chair's decision. The Dean will consider the matter based on results compiled by the Department Chair and notify the student of his or her decision within 15 working days of his/her receipt of the appeal from the Chair. The final appeal step is with the Provost or Vice President of Academic Affairs.

Student and Faculty Relationships

The Department of Psychology and Counseling endorses professional ethical principles and considers that they apply to faculty and students in positions of responsibility over others in the department. We recognize that a power differential exists and is inherent between faculty and students and we will make every effort to

eliminate real, implied, or perceived biases. We as a faculty agree to engage in relationships that are for the professional benefit of students. We also recognize that inappropriate social relationships between

faculty/students, faculty/faculty, and student/student can adversely affect students, faculty and the reputation of the Department and University.

Students will demonstrate professional and appropriate behavior in relation to other students and faculty. This includes avoiding gossip, negative comments/criticisms, whether verbal, written or electronic, to other students or faculty regarding other students or faculty members. Students and faculty will follow the APA Ethical Principles and Code of Conduct when it comes to romantic, social, and intimate relationships with each other and clients. These standards cover relationships with current students and supervisees, current clients, relatives and family members of current clients, previous romantic partners, and former clients.

Students shall not engage in relationships **such as mutually beneficial friendships or romantic relationships** with faculty members who have or will likely have evaluative role(s) in relation to the student. A faculty member should reasonably expect to have in the future academic responsibility (instructional, evaluative, or supervisory) for (1) students whose academic program will require them to enroll in a course taught by the faculty member, (2) students known to the faculty member to have an interest in an academic area within the faculty member's academic expertise, or (3) any student for whom a faculty member must have academic responsibility (instructional, evaluative, or supervisory) in the pursuit of a degree. Graduate students in a professional role (e.g., GTA, GRA) with responsibilities for other subordinate students (e.g., undergraduate students) shall not engage in social relationships, **such as mutually beneficial friendships or romantic relationships** with other students over whom they have an evaluative or instructional role.

Self-Disclosure and Student Problems

Consistent with the APA Code of Ethics, the clinical psychology training program balances the autonomy and privacy of its students with the need for the program to ensure competency. While enrolled in the clinical psychology program, students are encouraged to develop insight into their personal experiences that may affect their future performance as practitioners. This may occur in written assignments or classroom discussions.

No student will be required to disclose details of their personal lives in a public classroom setting (e.g., history in personal relationships, prior abuse or neglect, substance use history, legal history, sexual history, or treatment experience), but they may do so voluntarily. Students experiencing an impairment in their well-being and ability to function competently as a graduate student or clinical psychology trainee are encouraged strongly to obtain professional assistance.

It is important that at least one member of the faculty be aware of issues that may affect any student's ability to thrive within the program and perform their professional duties. The clinical program cares about the well-being of the program's students; having one or more faculty members informed of the relevant issues will enable the clinical program to provide appropriate assistance and support. It also is ethically necessary for a faculty member to determine whether the student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public.

When a student is experiencing personal difficulty, it is typically in the best interests of the student for multiple faculty to know of such concerns so that they can be understanding and supportive in their roles as mentor, instructor, supervisor, etc. Please note, such concerns may be shared to the extent that it is judged necessary for the benefit of the program, students, or others to whom the program bears responsibility or/and should not be expected to remain confidential.

If the program determines that a student's personal problems pose a risk to the safety of others or impairs their ability to ethically perform with professional competence, the student may be required to obtain treatment from a licensed mental health and/or medical professional who is unaffiliated with the program or comply with other

relevant recommendations from the CPPC to address the concerns.

The student will be permitted to choose his or her own therapist. If circumstances warrant, the therapist may be asked to provide formal confirmation that the student is capable of safely meeting the program's educational and clinical responsibilities. Upon establishing a therapeutic relationship, students should ensure that the therapist is willing to make such a determination. Students or prospective applicants who have questions about these requirements are encouraged to contact the program director.

The purpose of the faculty is to educate the students and promote their development: the role of the faculty is *not* one of counselor/therapist. **Student communication to faculty is not protected by psychotherapist-patient privilege and the expectation is that faculty and the student will communicate relevant information among the persons responsible for the student's training as needed to ensure their success. This may include communication with practicum supervisors, communication with the Clinical Psychology Program Committee, and communication with other faculty members training the student**.

The Family Educational Rights and Privacy Act (FERPA) of 1974 protects student privacy. Other than official practicum supervisors who function as part of the practicum faculty, communication to parties outside the university is limited by this act.

M.S. Clinical Psychology Student Code of Conduct

Graduate students are expected to adhere to the ethical principles of psychological professionals in all domains of their professional career, including the roles of student, researcher, instructor and clinician. It is the responsibility of each graduate student to be familiar with the content of the relevant Ethical Principles/Code of Ethics, TSBEP/TBHEC rules governing the practice of psychology in Texas, all other relevant state and federal laws, to maintain awareness as the principles are changed or clarified by the APA, TSBEP, UT Tyler, or other relevant administrative or legislative bodies, and to consult with his/her advisor and/or a trusted faculty member or administrator if they have questions or concerns about ethical issues. Students involved in research should also be familiar with and comply with all policies and procedures of the University of Texas at Tyler, the Institutional Review Board, and any other relevant aspects of policy or legislation.

The following documents govern students and their conduct while in the program.

- Psychologists' Licensing Act and Rules and Regulations of the Texas Behavioral Health Executive Council
- American Psychological Association *Ethical Principles of Psychologists and Code of Conduct*
- Association of State and Provincial Psychology Boards (ASPPB) *Code of Conduct*
- All rules for student conduct provided by UT Tyler https://www.uttyler.edu/offices/student-conduct-and-intervention/student-conduct/policies/
- UT Tyler's academic integrity guidelines https://www.uttyler.edu/academics/academic-integrity

Each student is expected to become familiar with these policies. Each student will be asked to sign a document attesting to being familiar with these guidelines and policies. Students also need to be aware that violation of the Ethical Principles of Psychologists/Code of Ethics by a student is considered to be academic misconduct and may lead to dismissal from the program. In a situation where different Ethical standards appear to be inconsistent, the standard that offers the strongest protection for the most vulnerable party (e.g., client, student, subordinate) is expected to be followed.

Graduate students assume a variety of roles during professional training, some of which are subordinate in nature and some of which entail influence and responsibility over others. It is important that students be aware of both their rights and their responsibilities with respect to issues of sexual harassment and dual-role relationships. Students are encouraged to review portions of the APA Ethics code relevant to these concerns. Any students with questions or concerns about these issues should discuss them with their advisor, program director, department chair, or another program faculty member.

Professional Responsibilities, Expectations, and Conduct

All students who are admitted into the MS program in Clinical Psychology are chosen because they appear to have outstanding potential for completing the requirements for this degree and succeeding in associated professional roles. The program faculty is responsible to the public and the profession for ensuring that graduates of the program have adequate clinical skills and demonstrate responsible professional behavior. This responsibility exists while a student is in the graduate program.

The Clinical Psychology Program has a Code of Conduct that oversees most student behaviors and issues and references relevant ethics and legal policies in effect. Students will perform all services in accordance with appropriate supervision as mandated by TSBEP and ethical and legal standards.

Failure to do so is in direct conflict with the policies in the Program and ethical standards of practice. The

profession of clinical psychology is a trusted and valued profession and we take training seriously.

Students must possess the clinical skills and professional dispositions to work effectively with faculty, clients, colleagues, community members, and outside agencies. These skills will be assessed throughout the student's degree program and evaluated in courses and practicum training. Any student who appears unlikely to succeed professionally, regardless of grades earned, may be separated from his/her degree program using the Evaluation and Retention Policy.

Other Program-Specific Expectations

When engaged in clinical practicum, all students should behave in a manner that is appropriate to the professional nature of their activities. Being on time for scheduled activities and responding to professional requests in a timely and appropriate manner are important professional behaviors that are expected across all professional training environments (classes, outside placements, research, therapy, and supervision).

Frequent tardiness, stepping out of class, and absenteeism are considered inconsistent with program expectations and may lead to disciplinary procedures. Students should respond to program or faculty requests for information without repeated reminders. Students are expected to access official communications regularly and frequently (e.g., email, department mailboxes, course websites, and any other established communication method). Frequent problems in responsiveness will be addressed following procedures described for addressing student conduct concerns within the Evaluation and Retention Policy.

Use of Cell Phones and Other Electronic Devices

Students should refrain from the use of cell phones or other electronic devices in academic (e.g., in class; attending a conference presentation) or clinical (e.g., providing services; in supervision; during treatment team meetings) settings when they are engaged in professional activities. In such instances, notifications should be silenced. It is disrespectful, inappropriate and unprofessional to send or respond to calls or texts or other communication during such activities. Students are advised to avoid contacting clients by personal cell phone.

If your phone or home telephone is ever used for professional purposes, ensure the voice mail greeting is appropriate and professional in demeanor and content.

Digital Presence and Communication

Students should be mindful of the impression they leave with others in online exchanges and review recommendations put forth by APA, TSBEP, UT Tyler, and other relevant entities. As representatives of the profession, special consideration should be made before posting items to social media sites. Regrettably, personal disclosures may have unanticipated consequences, and may adversely affect future opportunities or current academic or clinical activities. Additionally, if students use a UT Tyler email address or include student status in a signature line, they are indicating affiliation within a professional community. Hence, e-mails should be scrutinized for possible adverse consequences before sending. Students are advised to engage in safe internet/public practices and be cognizant about professional demeanor and presentation. As a preventative measure, students (and faculty) should approach online blogs, social media, and websites that include personal information very carefully. Consider content you share regarding the Program, your clinical, research, and service activities, and comments about colleagues, faculty, and supervisors.

Be professional and ethical at all times.

If it is revealed that you have engaged in unethical or illegal activities, this information could be brought to the Clinical Program Faculty for consideration.

Contributing to a respectful and civil community. This program values open discussion and resolution of issues

and respect for varied professional perspectives. Disrespectful or uncivil behavior will be addressed directly

with those involved. Students are expected to be respectful in their nonverbal and verbal communications during class and other program activities. Showing respect for those in attendance reflects common courtesy. Students are urged to refrain from actions that communicate disrespect for attendees and presenters (e.g., conversations and engaging in irrelevant activities).

Scholastic Dishonesty

Scholastic dishonesty includes, but is not limited to, undisclosed or prohibited use of artificial intelligence, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

Confidentiality

APA Ethical Principles states that professionals have a primary obligation to respect the confidentiality of information obtained from persons in the course of their work as mental health professionals. The principle of confidentiality applies to information gained in clinical or consulting relationships, in departmental committee work, in research settings, or other professional settings. With regard to research, students should establish a means of maintaining confidentiality in storing and disposing of data (with IRB approval) and in reporting research results. Confidential information should not be stored on a computer available to others, including unauthorized use by others.

Student Code of Conduct
In addition to policies listed here, all students are subject to the UT Tyler Student Code of Conduct, which outlines behavioral expectations and disciplinary procedures for violations. This includes policies related to:

- Harassment and discrimination
- Substance use
- Classroom and campus behavior
- Compliance with university policies and applicable laws

Violations of the Student Code of Conduct may result in disciplinary action, including dismissal from the program. More information can be found on the UT Tyler Judicial Affairs website:
https://www.uttyler.edu/judicialaffairs

Academic Policies and Procedures

Grade Requirements

In addition to the Graduate College policies on GPA requirements, probation and suspension, the department has additional criteria for satisfactory progress and graduation, as follows. Graduate students must maintain a minimum cumulative GPA of 3.0 to remain in good standing with the university. Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward the graduate degree in Clinical Psychology. No courses lower than a C may be counted towards degree progress. A third C grade or single grade of “D” or “F” places the student on departmental probation. To be reinstated from departmental probation, there must be a recommendation from the faculty hearing panel and approval of CPPC to be allowed to retake and replace the grade. If recommended and approved, the student must retake one of the courses in which a "C" or lower was earned (under the University grade replacement policy) in the next semester in which the course is offered and achieve a "B" or better grade.

Students on academic or departmental probation may NOT enroll in or begin their practicum course(s) until the academic or departmental probation has been removed. After an unsuccessful attempt to replace a grade, the student will be suspended from the department for a minimum of one semester. A petition for reinstatement must then be submitted, and approved by the advisor, Department Chair, and College Dean for a student to be reinstated. If reinstated, the student must first enroll only in courses in which "C" or lower grades were earned, and successfully replace them, leaving no more than two "C's", and no grade lower than a "C". If a student fails to be reinstated, the student will be dismissed from the program.

Degree requirements for a master’s degree must be completed within a six-year period. Exceptions to the six-year time limitation must be approved by the academic advisor, dean of the college offering the degree, and Dean of The Graduate School.

Leaves of Absence, Withdrawal, and Re-Entry Policies

Students may request a leave of absence, no more than one year in length, for personal, medical, or professional reasons. Requests must be submitted in writing to the Program Director and are subject to faculty and Graduate School approval.

- Students on leave are not permitted to enroll in coursework or participate in clinical training.
- Students must notify the Program Director in writing to initiate re-entry into the program, which may require updated documentation or demonstration of readiness to resume graduate study.

Students withdrawing from the university must follow official UT Tyler procedures. Re-entry after withdrawal requires a new application and approval from both the Graduate School and the Clinical Psychology faculty.

Complaints and Grievance Processes

This policy shall be reviewed by the Director of Human Resources every five years or as legislation changes.

ORIGINALLY APPROVED: 07/01/2008
AMENDED: 02/01/15
LAST AMENDED: 04/2019

Complaints and Grievance Processes: The Department of Psychology and Counseling follows the University policies for reporting and resolving complaints and grievances. The areas for these are listed below.

More information on the Complaints and Grievances Process is found in the catalog (found here).

Complaint	Resolve Informally	File Formal Appeal	Appeal Contact	Location of Policy
Sexual Harassment	NO	YES	Title IX Coordinator	**Student Success**: Nondiscrimination and Sexual Harassment Policy https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/nondiscrimination-and-sexual-harassment-policy-and-complaint-procedure/ **Handbook of Operating Procedures:** https://uttyler.policystat.com/policy/token_access/a5984930-d677-48b0-99f3-20bc8e5993fc/
Discrimination: age, race, and gender	NO	YES	Chief Student Affairs Officer	**Student Success**: Nondiscrimination and Sexual Harassment Policy https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/nondiscrimination-and-sexual-harassment-policy-and-complaint-procedure/ **Handbook of Operating Procedures**: https://uttyler.policystat.com/policy/token_access/d928b5af-a560-4c72-9307-51362b4bb087/

Disability Discrimination	YES	YES	Assistant Director of Student Accessibility	**Student Affairs**: Nondiscrimination and Sexual Harassment Policy https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/nondiscrimination-and-sexual-harassment-policy-and-complaint-procedure/ https://uttyler.smartcatalogiq.com/en/2023-2024/catalog/student-success/complaints-and-grievances-process/ **Handbook of Operating Procedures**: https://uttyler.policystat.com/policy/token_access/d928b5af-a560-4c72-9307-51362b4bb087/
Academic Complaints	YES	YES	Provost	**Academic Policies: Academic Complaints:** https://www.uttyler.edu/registrar/policies/academicgrievance.php https://www.uttyler.edu/academic-affairs/student-complaint/
All Other Complaints	YES	YES	V.P of Area Involved	**Student Success**: Non-Academic Student Grievances https://uttyler.smartcatalogiq.com/2023-2024/catalog/graduate-policies-and-programs/graduate-policies/grading-system/non-grade-academic-student-complaints/

Due Process and Appeals

Students have the rights to due process regarding the proper handling of grievances. The steps in appealing decisions and ensuring due process rights are contained in the links above for the specific types of grievances filed.

Grade Disputes

Academic related grievances, such as disputes regarding grades, must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade; this is separate from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

If the student is not satisfied with the decision, the student may appeal in writing to the appropriate Chairperson of the department from which the grade was issued. Grievances may then be appealed to the Academic Dean and the Vice President for Academic Affairs/Provost.

Thesis Option

Students in the MS in Clinical Psychology program have the option to complete a master's thesis as part of their degree. The thesis is a scholarly research project that involves original data collection or advanced analysis of existing data, conducted under the supervision of a faculty member.

Thesis Process

1. Selecting a Thesis Chair and Committee
   Students must first secure a faculty member from the Department of Psychology and Counseling to serve as their Thesis Chair. The Chair will provide primary supervision throughout the thesis process. In consultation with the Chair, the student will then select at least two additional faculty members to serve on the Thesis Committee.

2. Thesis Proposal
   Students must prepare a formal Thesis Proposal that includes a literature review, research question(s), methodology, and data analysis plan. This proposal must be reviewed and approved by the Thesis Committee before the student may proceed with data collection or analysis.

3. Thesis Registration
   Students must register for:

   a. PSYC 5394 – Thesis I: Thesis planning, proposal development, and IRB preparation.

   b. PSYC 5395 – Thesis II: Data collection, analysis, writing, and oral defense.

Students must be continuously enrolled in a thesis course (or request an official leave of absence) until the thesis is completed and approved and should follow all policies and procedures put forth by the UT Tyler Graduate School.

4. **Thesis Defense**
   Upon completion of the project, the student will defend the thesis in an oral presentation to the Thesis Committee. A successful defense and submission of the final written document (in approved format) are required for thesis credit.

5. **Submission Requirements**
   Final theses must be submitted to the UT Tyler Graduate School in accordance with formatting and submission deadlines published each semester.

Students are encouraged to review the information provided by the UT Tyler Graduate School for any additional thesis requirements:
https://www.uttyler.edu/academics/colleges-schools/graduate/thesis-dissertation/

IRB

All thesis projects involving human participants must receive approval from the Institutional Review Board (IRB) prior to data collection. This applies to both original data collection and the use of existing human subjects' data.
Failure to obtain IRB approval prior to beginning research may result in disciplinary action and academic consequences. Students are responsible for adhering to all ethical guidelines and federal regulations governing human subjects' research.
Information on IRB and associated process can be found on the UT Tyler IRB website.
https://www.uttyler.edu/research/office/irb/

Graduation Requirements

Graduation from the MS in Clinical Psychology program signifies successful completion of all academic, clinical, and professional training requirements. Students are responsible for monitoring their progress and ensuring that all requirements are fulfilled by the deadlines established by the university.

Degree Audit Process

Prior to applying for graduation, students must complete a Degree Audit to confirm that all coursework, practicum, and optional thesis requirements are on track for completion. The audit will verify that the following conditions have been met:

- Completion of all required credit hours (minimum of 60)
- Satisfactory completion of required practicum courses (PSYC 5396 and 5397)
- Minimum cumulative GPA of 3.0
- No more than two grades of "C" or lower counted toward degree requirements
- Successful completion of thesis (if applicable)
- Resolution of all Incomplete grades (if applicable)

Students are encouraged to meet with their faculty advisor or the Graduate Admissions Advisor early in their final semester to review their audit and ensure all graduation requirements are met.

Application for Graduation

Students must formally apply for graduation through the UT Tyler Office of the Registrar. The application is submitted online via the university student portal and must be completed by the deadline published in the UT Tyler Academic Calendar for the intended semester of graduation.
Failure to submit the graduation application by the deadline may delay degree conferral and diploma issuance.

Licensure and Career Preparation

Licensed Psychological Associate (LPA)

The MS in Clinical Psychology program at The University of Texas at Tyler is designed to meet the educational and practicum requirements for eligibility as a Licensed Psychological Associate (LPA) in the state of Texas. The LPA credential, governed by the Texas State Board of Examiners of Psychologists under the Behavioral Health Executive Council (BHEC), allows for the practice of psychology in various clinical, research, and applied settings.

> Note: Completion of the degree does not guarantee eligibility for licensure. Requirements include successfully passing of the Examination for Professional Practice in Psychology and the Jurisprudence Examination (in Texas) for the LPA. Additionally, for licensure, additional post-degree supervised experience is required. Licensure requirements vary across states.

The most up to date requirements related to supervision, licensure, and associated process are available at: https://bhec.texas.gov.

All students intending to pursue licensure are strongly encouraged to consult the BHEC website regularly.

Appendices

APPENDIX A-Degree Plan Templates

Please note these templates are provided for the current course catalog year. In order to graduate, a student must fulfill catalog requirements in effect at the time of admission to a graduate program.
Graduate students may voluntarily adopt new requirements for their current program when updated requirements are made available in a catalog published subsequent to their original admission.
When a student chooses to take this action, an updated degree plan detailing how they will complete their graduation requirements under the new catalog must be completed and approved by the graduate advisor.

M.S. IN CLINICAL PSYCHOLOGY – GENERAL DEGREE PLAN for FALL ADMITS (2026)

Student Name:	**Student ID:**
Telephone:	**Faculty Advisor:**
E-mail Address:	

Courses	Course Titles	Transfer Work	Foundation Course	Elective Course	Credits	Grade
	Year ONE Fall					
PSYC 5308	Advanced Psychopathology and Diagnosis				3	
PSYC 5312	Evidenced Based Psychotherapy				3	
PSYC 5323	Professionalism in Clinical Psychology				3	
PSYC 5328	Issues and Professional Ethics				3	
	Year ONE Spring					
PSYC 5320	Advanced Human Growth and Development				3	
PSYC 5366	Assessment of Individual Mental Ability				3	
PSYC 5327	Introduction to Clinical Skills				3	
	[Elective 1]				3	
	Year ONE Summer					
PSYC 5324	Clinical Cultural Diversity				3	
PSYC 5350	Clinical Neuropsychology				3	
	[Optional Elective 1]				3	
	Year TWO Fall					
PSYC 5340	Advanced Psychological Statistics and Design				3	
PSYC 5368	Clinical Mental Health Assessment				3	
PSYC 5392	Clinical Skills I				3	
PSYC 5398	Research Seminar				3	
	Year TWO Spring					
PSYC 5363	Learning and Motivation				3	
PSYC 5345	Group Counseling and Therapy				3	
PSYC 5396	Supervised Practicum in Psychology				3	
	Year TWO Summer					
PSYC 5397	Advanced Supervised Practicum in Psychology				3	
	[Elective 2]				3	
	[Elective 3]				3	
	Year THREE Fall					
	[Any missing courses]				3	
	Approvals					
	Student Signature: Date:					
	Advisor Signature: Date:					

M.S. IN CLINICAL PSYCHOLOGY – NEURO PLAN for FALL ADMITS (2026)

Student Name:	**Student ID:**
Telephone:	**Faculty Advisor:**
E-mail Address:	

Courses	Course Titles	Transfer Work	Foundation Course	Neuro Course	Credits	Grade
	Year ONE Fall					
PSYC 5308	Advanced Psychopathology and Diagnosis				3	
PSYC 5312	Evidenced Based Psychotherapy				3	
PSYC 5323	Professionalism in Clinical Psychology				3	
PSYC 5328	Issues and Professional Ethics				3	
	Year ONE Spring					
PSYC 5320	Advanced Human Growth and Development				3	
PSYC 5366	Assessment of Individual Mental Ability				3	
PSYC 5327	Introduction to Clinical Skills				3	
PSYC 5398	Research Seminar				3	
	Year ONE Summer					
PSYC 5324	Clinical Cultural Diversity				3	
PSYC 5350	Clinical Neuropsychology				3	
	Year TWO Fall					
PSYC 5340	Advanced Psychological Statistics and Design				3	
PSYC 5358	Neuropsychological Assessment: Fixed Battery (Neuro Core)				3	
PSYC 5368	Clinical Mental Health Assessment				3	
PSYC 5392	Clinical Skills I				3	
	Year TWO Spring					
PSYC 5363	Learning and Motivation				3	
PSYC 5345	Group Counseling and Therapy				3	
PSYC 5356	Neuropsychological Assessment: Memory (Neuro Core)				3	
	Year TWO Summer					
PSYC 5396	Supervised Practicum in Psychology				3	
PSYC 5359	Neuropsychological Assessment: Flex Battery (Neuro Core)				3	
	Year THREE Fall					
PSYC 5397	Advanced Supervised Practicum in Psychology				3	
	[Any missing courses]				3	
	Approvals					
	Student Signature: Date:					
	Advisor Signature: Date:					

APPENDIX B-Student Agreement Form

M.S. Clinical Psychology Student Agreement Form

The M.S. Clinical Psychology program at The University of Texas at Tyler aims to educate competent, responsible, and ethical future practitioners. Our program is committed to your success in academics, professionalism, and ethics. Concerns with a course should follow operating policy and best practices, as discussed in the student handbook and APA ethics principles.

You must complete all courses in the prescribed M.S. Clinical Psychology curriculum with a minimum grade point average of 3.0. Further, our program teaches and aligns with the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (http://www.apa.org/ethics/code/). In teaching and modeling these ethical guidelines, students will adhere to these ethical principles during their time within our program. Students will also receive feedback about professionalism throughout the program and in various courses. Failure to maintain minimum academic requirements, uphold ethical principles and conduct, and sustain professional competencies may require a meeting with your advisor, a faculty hearing panel, the program Director, the Department Chair, and/or the Dean of Graduate School, and could result in probation, remediation, or dismissal from the program.

NOTE: Failure to sign and return this form before six weeks from delivery, within your first semester of admission, may be considered grounds for dismissal from our program.

I have read, fully understand, and agree to the information in this document, the UT Tyler Clinical Psychology program handbook, and the UT Tyler Graduate School policies.
.

Printed Name of Student: _____

Signature of Student: _____Date: _____

APPENDIX C
Annual Review of Progress Rubric/Areas for Evaluation
GRADUATE STUDENT ANNUAL REVIEW OF PROGRESS-M.S.

STUDENT INFORMATION

Name:	SID:
Date:	Semester/Year Admitted:
Advisor:	GPA:
Date of Review:	

Rating Anchors

Exceeds Expectations (Rating = 4): Always performs above the minimal requirements and demonstrates outstanding aptitude and application of clinical skills. Well-developed competence with minimal supervision needed (readiness for entry into practice).

Meets Expectations (Rating = 3): Usually meets the minimum requirements in a satisfactory manner; could benefit from additional training/development. Satisfactory level of competence for the student's developmental level. Limited and occasional supervision is needed

Does Not Yet Meet Expectations (Rating =2): Occasionally fails to meet minimum requirements in a satisfactory manner; needs improvement. Emerging competence (novice level). Routine supervision is needed for training activities.

Does Not Meet Expectations (Rating =1): Usually fails to meet minimum requirements; needs significant improvement and remediation. Regular, intensive supervision is needed.

No Basis (Rating= -99): There is no basis on which to evaluate the student in this area

Domain	Rating	Notes
Academic Course Performance: The student achieves grades of B or better in required coursework and is in good academic standing.		
Research Application: Ability to understand research, evidence-based practice, and function as a successful consumer of scientific and professional knowledge.		
Clinical Intervention Skills: Ability to function successfully in maintaining effective relationships with clients, applying evidence-based interventions, and adapting care in a manner that considers professional knowledge, research base, and client preferences and progress.		

Clinical Assessment Skills: Ability to demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, client strengths and psychopathology. Considers		
behavior in the context of current environment and learning history. Knowledge and successful utilization of empirically supported assessment methods relevant to the assessment question. Ability to effectively utilize oral and written methods to communicate results.		
Professional Responsibility: 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. Engages in appropriate self-reflection regarding professional function and demonstrates an openness to feedback and supervision.		

Ethical Responsibility: Conducts self in an ethical manner in all professional activities. (For example, maintains confidentiality, secures appropriate releases, understands and appropriately obtains informed consent, avoids dual relationships, understands personal limits and competencies) Knowledgeable of and act in accordance with each of the following: • the current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and		
• Relevant professional standards and guidelines.		
Interpersonal/Communication Skills: Appropriately communicates and interacts with supervisors, instructors, classmates, colleagues, and others that may be encountered over the course of academic and clinical training. Communication is responsive, timely, and respectful. The student is able to appropriately respond to corrective feedback and navigate difficult thoughts and feelings in a professional context.		
Other activities and accomplishments:		
Readiness to Begin Applied/Practicum Training		

Any Concerns from Practicum Placements		
OVERALL RATING OF PROGRESS TOWARD DEGREE		

If progress is less than MEETS EXPECTATIONS, the following action(s) is/are recommended (Check all that apply):

- ☐ Advisor/Program Director Meeting
- ☐ Written Remediation Plan
- ☐ Faculty Hearing Panel
- ☐ Probation
- ☐ Dismissal

Student Signature:	Date:
Advisor Signature:	Date:
Program Director Signature:	Date:

APPROVALS

APPENDIX D-Suggested Coursework for Licensure

You may be asked to indicate graduate courses, which full fill training in the following topic areas. Although course content may vary at instructor discretion and the licensing board makes final determinations, the following courses are suggested to be likely to meet the required areas outlined below.

Please note you may be asked to produce syllabi and course descriptions to support your claim. Please maintain records of all course syllabi to ensure you are able to do so

General Area	Specific Area	Course of Training as Referred to on the Applicant's Transcript
Psychological Foundations:	The biological bases of behavior.	PSYC 5350 or PSYC 5352 or PSYC 5354
	The acquired or learned bases of behavior, including learning, thinking, memory, motivation and emotion.	PSYC 5363
	The social, cultural, and systemic bases of behavior.	PSYC 5324; PSYC 5345
	The individual or unique bases of behavior, including personality theory, human development, and abnormal behavior.	PSYC 5308, PSYC 5320
Research and Statistics:	The methodology used to investigate questions and acquire knowledge in the practice of psychology.	PSYC 5340
	Coursework in research design and methodology, statistics, critical thinking, and scientific inquiry.	PSYC 5398
Applied Psychology:	The history, theory, and application of psychological principles.	PSYC 5312, PSYC 5323
	The application of psychological theories to individuals, families, and groups.	PSYC 5345, PSYC 5312, PSYC 5391
Assessment:	Intellectual, personality, cognitive, physical, and emotional abilities, skills, interests, and aptitudes.	PSYC 5366, PSYC 5368
	Socio-economic, including behavioral, adaptive, and cultural assessment.	PSYC 5324, PSYC 5368
Interventions:	The application of therapeutic techniques.	PSYC 5327, PSYC 5392, PSYC 5396, PSYC 5397
	Behavior management.	PSYC 5312, PSYC 5392, PSYC 5396, PSYC 5397
	Consultation.	PSYCH 5323; PSYC 5396, PSYC 5397

Scientific and Professional, Legal, and Ethical Issues:	PSYC 5323, PSYC 5328