

School Psychology

Graduate Student Handbook

An Overview of the Program and its Requirements



Requirements listed here subject to change.
Final authority regarding degree requirements rests with Graduate School and
Student's Program Study Committee.
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Introduction

The LSU School Psychology Program is accredited by the American Psychological Association¹ and the National Association of School Psychologists. The LSU program is small and collegial. Each student has intensive and frequent contact with faculty members within the program, particularly with his or her major professor. There are ample opportunities for school psychology graduate students to learn directly about psychological practice via practicum experiences and to learn how to do research via hands-on involvement with multiple research programs throughout their graduate careers. The program is designed to provide students with intensive, immersive experiences and is designed for full-time enrollment over four years at LSU plus a one-year internship away from LSU.

The program embraces a scientist-practitioner model of training and is designed to train psychologists who use scientific problem-solving techniques in their research and practice. The program emphasizes a comprehensive approach to psychological services in schools including prevention, intervention, systems development, and program evaluation. Students receive extensive training in research methods and logic and are taught to apply this thinking not only to research issues but also to practical issues that they encounter in their practicum experiences. The orientation of the program is behavioral/ecological with a focus on children and youth as they function within family, school, and community systems.

The program prepares students to develop interventions for social-emotional, behavior, and academic difficulties of children and youth and offers a course sequence that has been approved by the Behavior Analyst Certification Board to permit eligibility to sit for the examination for national board certification in behavior analysis. The program is also designed to permit students to pursue licensure as a psychologist and certification as a school psychologist.

The program emphasizes a strong focus on “hands-on” work in schools, clinics, and institutions. Faculty and students are active in creating new knowledge through research and students are exposed to strong training in evidence-based assessment and intervention practices, incorporating most recent developments in the field. Graduates of the program are employed by schools, hospitals, clinics, institutions, and universities.

All of the school psychology faculty members are active researchers in their areas of inquiry. Previous and current school psychology faculty members have received national awards recognizing their scholarship. They have received scholarship awards from the division of School Psychology of the American Psychological Association and the American Association for the Advancement of Science. School psychology faculty members have served as editor or associate editor of scholarly journals, as well as on

¹ The Commission on Accreditation of the American Psychological Association can be reached at by phone at (202) 336-5979 and on the web at [APA website](#). Its address is: 750 First Street, NE, Washington, D.C. 20002-4242.

many editorial boards. The school psychology faculty have been successful in obtaining grants and contracts to support their research, training, and service work. Grant and contract funding have been instrumental in providing financial support to doctoral students at LSU.

This handbook describes the requirements of the Louisiana State University School Psychology Doctoral Program as well as critical policies and procedures. Two other essential documents for graduate students include the *LSU General Catalog* and the *Graduate Bulletin*. The *LSU General Catalog* includes university-wide information about registration, courses, student information, etc. The [LSU General Catalog](#) can be accessed on the LSU website at [Catalogue Link](#). For more information, you may call the Office of the University Registrar at 225-578-1686. The *Graduate Bulletin* contains information for graduate students such as academic timelines and Graduate School procedures.

Admissions

The admissions process for the Doctoral Program in School Psychology conforms to the general admissions requirements for the Department of Psychology and to the Graduate School at LSU. Prospective students are encouraged to access the information and application materials available on the Department's website at [Program website](#).

The School Psychology program at LSU is a terminal Ph.D. program. Students desiring to pursue a master's degree only should pursue graduate study elsewhere. Applicants are generally expected to have the following prerequisites. At a minimum, undergraduate psychology courses should include general psychology, statistics for the behavioral sciences, and experimental psychology. Students are admitted for the Fall semester only, and the deadline for full consideration of an application is December 1. Successful applicants have typically had GRE scores in excess of 300 and undergraduate GPAs in excess of 3.0. *However, each applicants complete record for review is considered.*

The admissions process is generally competitive, with the program receiving more qualified applicants than we can accommodate. In late December and early January, the School Psychology faculty review applications to identify promising applicants whose interests appear to be a good match for the LSU program. Highly ranked applicants are then invited to come to LSU for a face-to-face interview with all School Psychology faculty and to meet doctoral students enrolled in the program. Following this process, the faculty will make offers of admission to those students who are well qualified and who are a good match for the program's focus to the extent that openings exist.

The program does not discriminate among applicants on the basis of gender identity, sexual orientation, race, creed, religion, gender, national origin, or disability. Applicants with disabilities must be able to complete the requirements of the training program and profession with reasonable accommodation in order to be considered.

Advisement and Licensure

All students who are admitted will be assigned to one primary faculty mentor. Mentors will typically have three to six students on campus at any given time. The mentor/major professor will provide ongoing advisement to the student regarding program requirements, professional development, and the student's progress. The program director is available to all students for advisement if an issue should arise where his or her guidance should be needed.

Our program adheres to the APA accreditation standards as well as training guidelines outlined by the National Association of School Psychologists and the Association for Behavior Analysis International. Therefore, our program prepares students for entry into the profession of psychology (i.e., is designed to permit students to pursue licensure as a psychologist and certification as a school psychologist) and applied behavior analysis. Regarding applied behavior analysis, the program provides the necessary coursework and supervised experience (if students select practicum experiences in which a Board Certified Behavior Analyst supervises them) required to sit for the Behavior Analysis Certification Board® examination, which fulfills the primary requirement for licensure in the state of Louisiana. Additional requirements include completion of a background check and jurisprudence exam.

Given the varied and changing requirements across jurisdictions, we cannot assure, nor is it our responsibility, that graduates will meet all requirements for licensure in all states or territories. You are encouraged to become familiar with state licensing laws and discuss your curricular plan with your major professor and the program director.

For information on psychology licensure in the state of Louisiana, click [here](#).

For information on school psychology certification in the state of Louisiana, click [here](#).

For information on licensure as a behavior analyst in the state of Louisiana, click [here](#).

For information on psychology licensure in the United States and Canada, please visit the [Association of State and Provincial Psychology Boards](#). In addition, ASPPB has developed a resource that includes information regarding licensing requirements at each state which is located on their website, available by clicking [here](#).

Doctoral Degree Requirements

I. Departmental Required Courses

An earned grade of at least a B- is required to have completed these courses.

- Neurocognitive Basis of Behavior (7030)
- Sociocultural Bases of Behavior (7040)
- History of Modern Psychology (4008)
- Methodology and Research (7117)
- Intermediate Statistics (4111)
- Advanced Statistics (7111)

Dismissal due to grades: Any student failing more than one departmental core course on the first attempt will be dismissed from the program. You have two attempts to complete each of these classes. If a student does not complete or waive the courses with satisfactory grades within 4 years, they will be dismissed from the program.

Course waivers: If a student has taken a course that is similar in content to one of the above courses, the student should see the Graduate Coordinator to obtain a Course Waiver Form. Students will need to obtain the approval of their major professor, the instructor of the course, and their area head. The waived course will not show up on the student's transcript. A student may waive up to 12 credits total.

II. School Psychology Required Courses

You must successfully **complete** (with a grade of at least a B-) the following courses **before going on internship:**

- Psychological Assessment I (7125)
- Psychoeducational Assessment (7165)
- Professional Considerations (7999)
- School Psychological Consultation (7660)
- School-Based Psychological Interventions (7973)
- Developmental Disorders and Psychopathology of Children (7171)
- Child Behavior Therapy (7972)
- Theories and Concepts of Behavior Analysis (7946)
- Research Methodology and Applications in Behavior Analysis (7948)
- Behavioral Perspectives on Lifespan Development (7949)
- Practicum in School Psychology (7668, 3 Semesters)
- Practicum in School Psychology (7669, 3 Semesters)
- Thesis Research (8000, minimum of 2 Semesters & 6 Credits Hours)

You must successfully complete the following courses to complete the Ph.D. in school psychology:

- Internship in School Psychology (7969, minimum of 3 Semesters, 15 Credit Hours)
- Dissertation Research (9000, minimum of 2 Semesters & 12 Credit Hours)

Note. Any semester you are proposing, conducting, defending, and/or submitting a document for your thesis or dissertation research you must be registered for a minimum of 1 credit hour.

Clinical Core

All students are expected to complete six clinical core courses in their first year in the program. These are:

- 7999 Professional Considerations (Law & Ethics)
- 7040 Sociocultural Bases of Behavior
- 7125 Psychological Assessment I
- 7972 Child Behavior Therapy or 7973 School-Based Psychological Interventions
- 7668 & 7669 Two Semesters of Practicum

Waiving Required Courses

In relatively rare instances students are granted exemption from one or more required courses in the doctoral School Psychology Doctoral training curriculum. In order to be granted an exemption, the student is required to have completed substantially equivalent training in another graduate training program that the faculty judges to be sufficient to prepare the student to complete the demanding graduate specialty examination in school psychology and to be sufficiently prepared for internship.

The student is required to submit a waiver application available from the Department's Director of Graduate Studies. Course waivers are capped at 12 credit hours total. The prior course of training may be a single course or an entire sequence of courses. The critical consideration is not that the student has a course with the same or similar name to an LSU course but that the material covered was substantially equivalent to the LSU course and that the level of rigor expected of students was similarly equivalent. Waivers have been granted, but they are uncommon.

Students wishing to apply for a waiver must first review their request with their major professor. If the major professor supports the application, the next step is to have the request and supporting material reviewed by the faculty member who teaches the course at LSU. If both the major professor and the instructor support the waiver, the student is required to submit the request to the program director along with the syllabus for the relevant courses and any supporting materials the program director may request. If the request is approved, a memo to that effect will be placed in the student's departmental folder. Waiver of school psychology core courses in the ABA sequence requires successful completion of relevant examinations (PSYC 7948 & 7949). The following

courses will not be waived: Psychological Assessment I (7125), Psychoeducational Assessment (7165), Professional Considerations (7999), School Psychology Consultation (7660), School-Based Interventions (7973), Child Behavior Therapy (7972), and Theories and Concepts of Behavior Analysis (7946).

III. School Psychology Applied Training Requirements

Students are required to be enrolled in practicum each semester they are enrolled in the program. Practica experiences will be obtained across diverse settings (e.g., schools, clinics, and homes), populations, and concerns. Doctoral students will have the opportunity to develop a range of assessment skills relevant to the identification and treatment of concerns that emerge for children and youth. Practica training at LSU is supervised by a mixture of core program faculty and site supervisors, with a heavy emphasis on the treatment of psychological concerns across diverse settings. Training begins the first semester with a focus on observing, shadowing, and implementing narrowly scripted procedures. Training experiences progress to increasingly sophisticated assessment and treatment skills across years to prepare students to be successful in their internship experience.

All students will be required to complete at least **750 hours** of practicum work including observing, training, supervision, and providing direct services before eligibility to leave for internship. Most students will exceed the minimum by a considerable margin.

An internship must be completed by each student prior to his or her graduation from LSU. Students are required to spend at least one academic year of supervised internship that is **no less than 1500 hours**. The internship must include at least 600 hours of supervised delivery of psychological services in an educational setting. The 600-hour requirement may be waived by the program director for students who have completed at least 600 hours of appropriate supervised experience prior to the internship. The training, supervision, and experience must be congruent with the training program's training goals. Students typically begin internships in their fifth year of study.

Internships are typically paid positions that provide advanced training and supervision in the context of full-time work providing psychological services. It is the general expectation that all graduates of the LSU School Psychology Program will pursue and obtain an APA approved internship. APA internships typically include 2000 hours work over a calendar year. Students should be aware that obtaining an APA approved internship will normally require moving and working away from Louisiana for a year. In cases of unusual circumstances, students may apply to the program director and their major professor for approval of an internship that is not APA approved.

You must successfully complete 15 internship credit hours for a completed internship. Students typically register for 6 internship hours and 2 dissertation hours during the fall and spring semesters and for 3 internship hours and a dissertation hour during the summer semester. If you are receiving student loans, you should check with your lender regarding the impact of a reduced course load on your loans.

Please inform the Graduate Coordinator when you have applied for an internship. When accepted, you must give the Graduate Coordinator a copy of your acceptance letter as soon as possible.

General Information

1. Inform the Program Director that you plan to apply for internship no later than October 1.
2. In APPIC, submit your application to the Program Director for verification at least two weeks prior to your first application deadline. The application should be submitted for verification by the program director only after you have completed your final data entry. Changes to your application after the program director has submitted verification are strongly discouraged and could result in failure to meet application deadlines
3. Inform the Program Director and the Graduate Coordinator that you have applied for internship. **When accepted, provide a copy of your acceptance letter to the Graduate Coordinator as soon as possible.**
4. **If your internship is successfully completed by July 31 stand all other qualifications are met, you may graduate in the summer semester. If your internship is not successfully completed by July 31st, you are not eligible to graduate until the Fall semester (students may apply for an exception to the 7/31 deadline in the event that their internship officially ends prior to graduation and the internship site training director is willing and able to provide the Program Director before the date grades are due for degree-seeking candidates a letter stating that the student will successfully complete the internship).**

IV. School Psychology Research Requirements

Doctoral training at LSU is a research-intensive undertaking. All students are expected to be active members of a research team, typically with their major professor, from their first semester throughout their graduate career at LSU. Many LSU students have published *before* they complete their doctoral training. The faculty are firmly committed to the perspective that the development of scientific skills is a central goal of graduate education in psychology that will inform and strengthen all other areas of preparation.

Paperwork. Students should consult with the Graduate Coordinator for the necessary paperwork for their proposal. Students are encouraged to do so 3 weeks prior to their proposal meeting. Via the Graduate Coordinator, students must apply to the Graduate School for their defense meeting at least 3 weeks prior to your meeting. **Other deadlines may apply if the student plans on graduating the semester they defend.** If students should fail one or more portions of their General Exam, those portion(s) of the exam are re-administered the following semester. Students who do not satisfy the requirements of the General Exam will be dismissed from the program. Lastly, students are not allowed to propose and defend their thesis or dissertation during the same semester. A semester

begins on the first day of orientation. The day prior to graduation is the final day of the semester for these major exams.

The terms “successfully propose,” “successfully defend,” or “successfully pass” mean that the student has the necessary paperwork (forms differ for each exam) signed as “passed” by the committee.

Thesis. Each graduate student is required to develop and propose an idea that a committee of faculty members approves for research to be conducted toward the degree of Master of Arts in Psychology. This Master’s degree is earned en route to the Ph.D. A thesis committee must comprise at least three faculty members. **Students are required to propose their theses by the end of their 3rd semester (i.e., Fall semester of their second year in the program).** *Students MUST propose their thesis by the 10th class day of their 4th semester and they must successfully pass their proposal by April 1 of their 4th semester. Following the proposal, students are required to successfully defend their thesis by the end of their fifth full semester in the program (i.e., the day prior to commencement at the end of the Fall semester of the third year). Failure to comply with these deadlines will result in loss of financial support for at least 1 semester. In addition, students may be terminated from the program at the discretion of program faculty. Following approval of their completed thesis, students must submit an electronic copy of the manuscript to the Graduate School for the final editing and approval. Please see Appendix A for a more detailed breakdown of the steps in completing the thesis. Students seeking a waiver of this requirement based on a thesis completed as part of graduate study at another institution must submit their prior thesis for review by the program faculty and successfully complete an oral defense at LSU. For their thesis requirement to be waived requires the approval of, in order of review, their major professor, their area head, and the Director of Graduate Training.*

Dissertation. Each graduate student is required to develop and propose an idea that a committee of faculty members approves for research to be conducted toward the degree of Doctor of Philosophy in Psychology. A dissertation committee comprises at least three faculty members. At least 2 committee members must be from your specialty area and at least 2 must be full members of the Graduate Faculty. In addition, another committee member from outside of the Department of Psychology is added by the Graduate School (appointed at the time of the student’s General Examination). **Students are expected to propose their dissertations during the spring of their 3rd year so that they can collect their data during their fourth year, before their internship. Students are expected to propose their dissertation before scheduling their general examination (see below).** Following the proposal, students are required to complete their dissertation research under the supervision of the faculty advisor. **Students are required to successfully defend their dissertation before seven years have elapsed from the time of their admittance to the program.** Following approval of their completed dissertation, students must submit an electronic copy of the manuscript to the Graduate School for final editing and approval. Please see Appendix C for more information regarding the dissertation.

Possible Outcomes. Only one dissenting vote is allowed for a student to successfully pass the regardless of the number of committee members. There are three possible outcomes of the master's thesis defense meeting or the doctoral dissertation defense meeting: P (Pass), F (Fail), and R (Retake). The grade must be filed within two weeks of the scheduled exam date, and failure to turn in a grade defaults to an F. **If a student passes (P) and revisions are needed, and can be completed within two weeks of the scheduled exam date, then a grade of P may be assigned.** However, **if revisions are needed that take longer than two weeks to complete, a grade of R (Retake) must be assigned.** If a grade of R is assigned, a full committee meeting must be scheduled for the Retake attempt to occur. **If a grade of F is assigned, the result is that the student will be terminated from the program.** The student has the right to petition for reconsideration.

Final Document Submission. A student cannot submit their final thesis or final dissertation to the Graduate School editor until the semester they graduate with their master's and doctorate, respectively.

V. The General Examination

The General Exam is required for students to progress to the doctorate program in School Psychology. The examination is typically scheduled in August during the student's fourth year of study. Students must have an *accepted dissertation proposal and have submitted their IRB application before* the general examination can be scheduled. In addition, students must apply to the Graduate School, via the Graduate Coordinator, at least 3 weeks prior to the exam and the Graduate School has to have approved their Degree Audit. The examination committee is comprised of three faculty members and a representative appointed by the Dean of the Graduate School. The school psychology program requires that at least two of the committee be school psychology program faculty. Any changes to the committee for any reason must be approved by the student's committee chair and are to be reported to the Graduate Coordinator, in writing, immediately. All committees are subject to approval by the department chair.

The examination is comprised of a series of written examinations and an oral defense. The written exams are designed to assess students' competency in six areas of school psychology. These areas include (1) Law, Ethics, and Diversity, (2) School-Based Interventions, (3) School Psychological Consultation, (4) Applied Behavior Analysis, (5) Assessment, and (6) Research Methodology. The written exams are conducted over a period of two days. An oral exam is also administered following completion of the written exams. See Appendix B for a checklist relevant to the General Examination. The objectives for the General Examination are available from the program director.

Possible Outcomes. Only one dissenting vote is allowed for a student to successfully pass the general examination. There are three possible outcomes: P (Pass), F (Fail), and R (Retake). If students should fail one or more portions of their General Exam, those portion(s) of the exam are re-administered the following semester as a Retake. To pass the exam, students must meet minimum standards as outlined the School Psychology Program Training

Goals and Objectives (see Appendix D). Students who do not satisfy the requirements of the General Exam, are assigned a grade of F, will be dismissed from the program. The student has the right to petition for reconsideration.

VI. Application for Degree

At the beginning of the semester in which a student defends their thesis or dissertation, the student should obtain the “materials for candidates for master’s degree” or the “materials for candidates for doctoral degrees” and schedule a meeting with the Graduate School editor. These materials contain instructions and forms necessary to meet requirements for graduation. The Graduate School calendar changes each semester, which means that the deadlines for submitting the “Application for Degree” forms will vary from semester to semester. **Students should obtain this information from the Graduate School the prior semester or at the very beginning of the semester in which you intend to graduate.**

If you choose to participate in the commencement ceremonies, please contact the LSU Bookstore (225-578-7412) to order your regalia. **To ensure that School Psychology appears on your transcript, complete and submit the Verification of Concentration form by the required deadline.**

VII. Graduation Time Limits

Optimally students who have a B.A. or B.S. degree will proceed to the Ph.D. degree in five years, counting the internship requirement. The maximum time allowed from the entrance to the completion of the Ph.D. is 7 years. A student must have special permission from the Dean of the Graduate School to exceed this time limit (this permission is not routinely given and must involve exceptional circumstances). Students who do not complete the Ph.D. program within the seven-year period will be dismissed from the program.

The Graduate School requires students to graduate within one semester of completing their defense and internship. For example, if a student completes all of their requirements in the spring semester, they must graduate in either the spring or fall semester. If this deadline is missed, the student will be required to re-defend in order to graduate. The Graduate School does not count the summer as a ‘semester’ for the purpose of this deadline.

Dismissal with a Masters Degree. In the unusual circumstance of students who are dismissed from the doctoral program but are granted permission to attempt to complete the master’s degree, they are granted permission to remain for one additional year only. They must leave after this year even if the thesis or degree is not complete.

School Psychology Checklist

(for students entering with a Bachelor's degree)

Year 1:

- Take and complete the clinical core.
- Schedule practicum each semester.
- Begin working on the Master's Thesis.

Year 2:

- Complete 6 didactic courses in your program of study.
- A formal Master's thesis prospectus (proposal) meeting must be completed by the **10th class day** of the fourth semester at LSU and successfully passed by April 1 of the semester. The optimal time to propose is normally at the beginning of the third semester (i.e., the Fall semester).
- Collect thesis data.

Year 3:

- Students must successfully defend their Master's thesis **by the last day** of final examinations of their fifth semester (i.e., the Fall semester).
- Propose a Dissertation, strongly encouraged by the end of their sixth semester (i.e., the Spring semester) and must be **before** students can sit to take their General Examination in August of Year 4.

Year 4:

- Complete the required courses in school psychology, including departmental core.
- Pass the General Examination.
- Apply for internship.
- Collect dissertation data.

Year 5:

- Complete one year of an APA approved psychology internship in School Psychology.
- Defend Dissertation.
- GRADUATE

Notes:

1. Students must complete the Ph.D. within 7 years after admission to the program.
2. Timelines above assume students are entering with solid undergraduate preparation. For students entering with a Master's degree in a relevant domain, some adjustments will be needed, depending upon the nature and amount of advanced standing credit granted. In these instances, an appropriate plan of study will be devised in consultation with the student's major professor and the program director.

VIII. Program Training Goals & Assessment Portfolio

All students must demonstrate mastery of the Program’s training goals prior to graduation. Students will be introduced to the goals and provided training and assessments in a graded, sequential, and cumulative experience. Most requirements must be completed prior to internship, and an additional assessment will be completed as part of the internship experience. The LSU School Psychology Program goals are provided in Appendix D. The grid below highlights critical measures that must appear in students’ assessment portfolio.

| Measure | Domains Addressed | Objectives | When it is normally completed |
|---|---|--|--|
| Student Annual Evaluation | Effective Clinicians Law, Ethics, Culture | 1.2.5 3.2.1 3.2.2 | Annually |
| Technical Characteristics of Assessments | Effective Clinicians | 1.1.1 | PSYC 7125 |
| Assessment Selection | Effective Clinicians | 1.1.2 | PSYC 7165 |
| Culturally Sensitive Practice | Effective Clinicians | 3.1.2 | PSYC 7040 |
| Research Evaluation Rubric | Proficient Researchers | 2.1.1 2.1.2 2.2.1 2.2.2 | Thesis Dissertation Defenses |
| Diagnostic Evaluation Rubric (2 Culminating) | Effective Clinicians | 1.1.5 | 3 rd & 4 th year |
| Treatment Outcome Evaluation Rubric (2 Culminating) | Effective Clinicians | 1.1.3 1.1.4 1.2.3 1.2.4 | 3 rd & 4 th year |
| Comprehensive Examination Rating Scale | Effective Clinicians Proficient Researchers Law, Ethics, Culture | 1.1.1 1.1.2 1.2.1 1.2.2 2.1.3 3.1.1 | Comprehensive Examination (referred to as General Examination) |

Program Retention/Termination

It is the general expectation that all students will maintain good standing and complete the Ph.D. once they are admitted to the program. However, there are a number of issues that could arise that would result in a student being dismissed from the program. First, if a student were to exhibit such disruptive behavior, unethical behavior, or resistance to direction/supervision from the faculty that the School Psychology Faculty collectively reach the conclusion that it is inappropriate to continue that individual's training, they would be dismissed from the program. Additionally, if any student's performance in practicum is insufficient and unresponsive to supervisory feedback such that they receive a grade of unsatisfactory, they will be dismissed from the program.

The Graduate School requires that all students take and complete a General Examination in their area of study. Students are allowed two attempts to pass the examination. This occurs in the fourth year of study. If the student fails the examination twice, the Graduate School will dismiss the student as a Ph.D. candidate at LSU.

Students must be registered continuously for at least 3 credit hours each regular semester. The Graduate School considers the Spring and Fall semesters as "regular semesters" but not the Summer. Compliance with the items below will aid students with remaining in good standing with the program. In order to remain in good standing students must maintain a GPA of 3.0 or better. Academic probation is NOT considered "in good standing." If after one semester of academic probation, the student's cumulative and semester GPAs are not 3.0 or better, they will be terminated from the program/university.

1. Maintain semester and cumulative grade point average of 3.0 or better. The first semester a student's GPA is below 3.0, they will be placed on academic probation. **While on academic probation, students are not eligible for funding of any kind.**
2. Complete required content courses with a grade of B- (B minus) or better by end of the 4th year in the program (or prior to degree completion, whichever comes first).
3. Successfully propose thesis, preferably in the 3rd semester and no later than the 10th class day of the 4th semester.
4. Successfully defend thesis no later than the day prior to commencement of the 5th semester in the program.
5. Successfully complete the general exam with no more than 2 attempts.
6. Successfully complete internship within 7 years of entering the program.
7. Successfully defend dissertation within 7 years of entering the program.

Remedial Plans

In circumstances in which a student exhibits a substantial deficit in progress toward graduation with sufficient professional skills, the School Psychology faculty may choose to implement a remedial plan to address the deficit. A remedial plan requires the review of the data indicating the deficit by at least two faculty and, whenever timely and possible, the entire program faculty. The plan must specifically state the identified deficit,

the outcome goal, and the measurable objectives that will demonstrate successful completion of the plan. The plan should also define the activities that will be provided to the student to address the deficit. The plan should serve as a faculty model for practice regarding intervention planning.

Once the plan has been developed, the student's major professor will review it with the student. The student and major professor must meet regarding the plan at least twice per semester to review progress and may choose to meet more often. Successful completion of the plan requires a review of the outcome by the faculty who initiated the plan with consensus among the faculty that the objectives have been met. No student with a remedial plan may initiate an internship before successfully completing that plan. Nothing in the remedial plan process may conflict with the student's due process and appeal rights as outlined by current LSU policy.

Complaints/Grievances

At any time that a student has a concern or grievance with a person (student or faculty), the normal course of action should be consistent with the APA's ethical principles. That is, the student should first discuss the problem with the person that is the source of the grievance. If this does not resolve the problem, the student should discuss the problem with their faculty advisor. The faculty advisor should typically be able to resolve most problems. If a resolution is not obtained by a discussion with the student's faculty advisor, the student should contact the School Psychology Program director. Even if the student is able to satisfactorily resolve the concern through discussion with the other person(s) involved, the Program Director should be informed of any serious incidences or infractions that have occurred (e.g., sexual or other forms of harassment).

There may be circumstances in which the student feels that they cannot discuss the issue with one of the parties described above; in such instances, the student is encouraged to discuss the matter with the next person in the chain outlined above. In rare instances, it may be necessary to bring unresolved problems to the attention of the chair of the Psychology Department or the dean of the Graduate School. In addition, students are protected by University policies and procedures that govern students' rights, appeals, and due processes. Students can access the LSU policies regarding grievances and appeals at [Policy Link](#). LSU Policy Statement 48 governs student access to the University-wide appeals process.

Other Resources for Students with Concerns:

The faculty are committed to working with students to address their concerns. We are committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination, harassment, retaliation and violence/assault. In the event that the student's concern involves diversity, students are advised to follow the above policies and procedures. Students may also choose to consult with the Program Director, Psychology Department's Committee on Diversity & Outreach in Psychology (CDOP) School Area

faculty member, and/or School Area graduate student representative. Also, in accordance with Title IX and other applicable law, LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity, and/or gender expression. Information concerning LSU's Sexual Misconduct policies, including information on reporting incidents of sexual misconduct, are located online: [LSU Title IX Website](#). This includes the requirement that all complaints of sexual harassment of LSU students, faculty, and staff must be reported to the Office of Human Resource Management. LSU also offers an online reporting system ([LSU Cares Website](#)) to help students, faculty, staff, families, and friends submit reports about:

- potential violations of the LSU Code of Student Conduct;
- concerns regarding sexual misconduct and hazing;
- concerns surrounding acts of bias or discrimination;
- complaints or grievances; and
- concerns about students in crisis or distress.

General Departmental Information and Rules

The following are general departmental information and rules. It is not a substitute for the Graduate Bulletin, and students are required to read the “General Graduate School Regulations” as well as the “Requirements for Advanced Degrees” sections of the Graduate Bulletin. Students are responsible for knowing and following Graduate School policies and departmental requirements. If after consulting this document, you still have questions, please contact your advisor (for academic/research matters, etc.) or the Graduate Coordinator (forms, deadlines, etc.).

Please attend to the following:

- 1) **Please be sure the Graduate Coordinator has your most up to date contact information at all times.** This should include a functioning e-mail account that you check daily, telephone numbers, and address. From time to time, matters arise that are time-sensitive, and the ability to contact you quickly may facilitate your completion of the program on time. Additionally, from time to time University policies, procedures, and forms will change and students will typically be notified by e-mail. The Graduate Coordinator sends out numerous e-mails throughout the year with notices of new information and/or reminders of deadlines, rules, and other important information to students. If you are not able to receive email for any reason, contact the Graduate Coordinator immediately so that other arrangements can be made.
- 2) There are mailboxes for the graduate students in the Psychology Office (Room 236). All students with last names beginning with “A” will find their mail in the box marked “A”, etc. Check and empty your mailbox frequently.
- 3) Please bear in mind that successfully completing major program milestones such as proposing or defending a thesis or dissertation requires completing all of the relevant paperwork including obtaining all of the relevant faculty signatures.
- 4) **Travel funds are sometimes available to support graduate students’ presentation of their research.** The Graduate Student Association offers a travel award which provides reimbursement of approved travel expenses to qualified students who attend professional conferences to present research. Attendance alone is not sufficient. Conferences must be widely recognized; university-sponsored events do not qualify. The award will be reimbursement after both travel and an Expense Report have been completed. Please check with the Business Manager in the Psychology Department for the current allotments (amount) for these awards and that you meet all eligibility criteria. Students are eligible to receive the following number of Graduate Student Travel Awards:

Master’s Degree students – one award during the student’s academic career.

Doctoral students – three awards for the student’s academic career total.

- 5) Students are not allowed to propose and defend a thesis or dissertation in the same semester. Students cannot propose or defend between semesters. A semester begins on the first day of orientation. The day prior to graduation is the final day of the semester for these major exams.
- 6) If a student has earned a Master's degree in psychology from another university, that student may submit their thesis to the department for consideration as meeting the department's master's thesis requirement. That process begins when the student provides a copy of their thesis to their major professor and the program director for review.
- 7) Any graduate student wishing to be appointed as an instructor of record on a graduate assistantship must fulfill the following requirements to apply.
 - ✓ Applicants must have earned their Master's degree prior to the beginning of the appointment and must supply the Graduate Coordinator with an official transcript indicating the Master's degree, even if from LSU.
 - ✓ Applicants must have completed PSYC 7990, Teaching of Psychology, or receive written approval for an equivalent course at another university.
 - ✓ Once appointed to the position, the instructor must enroll in the Teaching of Psychology Practicum, PSYC 7690.
- 8) The Department of Psychology expects the highest ethical and professional behavior from all graduate students at all times. This includes adhering to the LSU Code of Student Conduct as well as the APA's Ethical Principles of Psychologists and Code of Conduct. Unethical or improper behavior (on or off campus) may warrant disciplinary action by the department and/or the university.
- 9) Thesis and dissertation proposal and defense meetings should be scheduled during Fall or Spring semesters. Under particularly unusual circumstances, students may request a summer meeting; however, it may not be possible to convene a committee over the summer; in which case the meeting will be delayed to the subsequent Fall semester.

Graduate School Information

The Department of Psychology is students liaison to the Graduate School. Students who have questions or concerns about Graduate School rules or procedures, can call or e-mail the Graduate Coordinator. All forms, documents, and paperwork for the graduate school are to be turned into the Graduate Coordinator. Please do not take forms directly to the Graduate School. The department will review and submit all paperwork and retain copies in students' departmental file.

Students must be registered continuously for at least 3 credit hours each regular semester. The Graduate School considers the Spring and Fall semesters as “regular semesters” but not the Summer.

Students must maintain a GPA of 3.0 or better (cumulative and semester GPA) to remain “in good standing” with the Graduate School. If a student’s GPA falls below 3.0, she/he will be placed on academic probation the first semester. While on academic probation, students are not eligible for funding of any kind. If after one semester of academic probation a student does not achieve a cumulative GPA of 3.0 or better, the graduate school will dismiss the student from the University.

No Unauthorized Employment outside LSU. Students who have assistantships, must secure written permission to work additional hours outside of that assistantship. The additional work must be related to the student’s education in some way to merit approval. Applying for additional compensation begins with discussing the opportunity with the student’s major professor. Students will need to describe where they will be working, what services they will provide, how many hours per week they will be working, as well as their beginning and ending date for that commitment. If the major professor approves, students will need to submit the relevant application with departmental endorsements to the Graduate School.

Financial Aid and Support Programs

Most students in the program receive financial support from several sources including federal loans, research or teaching assistantships, and/or grant funding. The following list of sources represents the most common sources of funding. However, students are encouraged to investigate additional sources within and outside the university. For example, several students in the past years have obtained grants, with faculty guidance and support, to fund research or service projects. Others have received small scholarships from their home communities. Students are encouraged to contact the Graduate School each year to obtain information about new scholarships and investigate additional, potential sources of funding through their communities and various search engines on the web. Counselors in the Office of Student Aid and Scholarships are readily accessible and very helpful. Finally, your major professor or the program director is also generally a good source of information.

Loans and financial aid packages

Contact information: Office of Student Aid and Scholarships, LSU, 202 Himes Hall, Baton Rouge, LA 70803, (225) 578-3103.

Once accepted into the program, students should contact this office to apply for financial aid. Financial aid packages typically include subsidized and unsubsidized loans, government-sponsored grants, and federal work-study positions. Packages are determined/awarded on an individual basis, and the application process typically takes one-two months, depending on the time of year.

Assistantships

Contact information: Department of Psychology, LSU, Audubon Hall, Baton Rouge, LA, 70803, (225)578-8745.

The Psychology Department makes extensive efforts to provide assistantship funding for all students who request it. Research and Teaching Assistantships are available in half- and full-time positions. Assistantships are not guaranteed, and continued support is subject to the student's good standing with the Graduate School.

The Director of Graduate Studies assigns graduate students to faculty to assist with teaching duties. Teaching assistants generally assist a professor with copying tests, proctoring exams, and grading exams, as needed.

Sources of Outside Funding

Contact Information: your major professor or the program director.

For more advanced students, outside sources of funding may be available. Funding may be available for work conducted at various practicum sites (e.g., schools, clinics). Additionally, many students receive funding by participating in grant-funded service or research projects directed through the School Psychology program. These funding decisions are made based on performance in the program. That is, as a student is proceeding satisfactorily through the program, they may be eligible for these types of positions.

Scholarships and Fellowships

The Huel D. Perkins Doctoral Fellowship is available for qualified minority doctoral students. The award consists of a cash stipend for three years. Fourth years of funding are available if the student passes the General Examination and has submitted an approved dissertation topic.

This is by no means a complete list of all scholarships/fellowships available for graduate students. Additional information is available online, through the Graduate School, and through the Department.

Travel Awards

Contact information: Business Manager in the Psychology Department.

The Graduate School offers travel awards for students presenting their work at poster or symposium sessions at national conferences. Up to date information on this opportunity will be available from the Graduate Coordinator and the Graduate School.

Student Health Services

The Student Health Center, which provides health care for LSU students, is fully accredited by the Accreditation Association for Ambulatory Health Care. Facilities include a large outpatient medical clinic, a full-service pharmacy, a laboratory, an x-ray

department, mental health services, and a wellness education department. As part of the Student Health Center fee paid at registration, students are entitled to unlimited visits to a primary care physician, three free visits to the Mental Health Services, and unlimited visits to the Wellness Education Program. There are nominal charges for the lab work, X-ray, drugs, supplies, mental health services beyond the three visits, and specialty clinics. Dental screenings are available, but no dental procedures are done on the premises. Routine allergy shots and injectable medicines prescribed by physicians are available.

The Office of Disability Services is also available for students in need of services. Services include, but are not limited to, sign language and interpreting services, note-taking services, referral for tutoring, extended test time, oral examinations, exception from using scantrons, alternate test forms, alternate test dates, non-comprehensive examinations, books on tape, taping lectures, translations into braille, and taking exams in an quiet room. Related services, such as disability management counseling, adaptive equipment loans, etc. are also available.

Computing Services and Social Media Policy

The computing services available at LSU are extensive and constantly changing. Computer stations are located in Middleton Library as well as Audubon Hall. The newest information can be obtained at the University website at [LSU website](#). The website includes the information provided in the university catalogs as well as links to many departments at LSU including libraries, recreational facilities, and career services. The following is a list of other services described and provided at the website.

MyLSU. MyLSU is a dynamic electronic kiosk that delivers a suite of applications to the students, faculty, and staff of LSU based on their relationship to the University. In addition, MyLSU is an individualized Web desktop accessed via a browser and is therefore unconstrained by computing platforms, location, or normal business hours. In addition to standard applications that every account has access to, applications are added to a desktop on an individual basis. The applications that are initially offered with MyLSU include the personal desktop, electronic mail, LSU Address Book, and a Personal Web Page. In addition, students have access to an electronic library, course materials reserves desk, a listing of course offerings for registration and real-time lookup of contact information for people and organizations associated with the campus. Additionally, an extensive catalog of software is available for LSU students for free download through the LSU site licenses.

Most students have a public presence on the internet as well as email signature lines, and voicemail/answering machine messages. However, students should consider the potential impact of this information on their professional image as a psychologist. Likewise, information available about you on public media is accessible by clients, internship directors, and employers. Less than professional portrayals of yourself could be a detriment to you and reflect poorly on LSU. Whenever you associate yourself with Louisiana State University, you are depicting yourself professionally. Detailed guidelines for your presence on social media, email addresses, and telephone messages can be found

on LSU's website ([LSU Social Media Policy Website](#)). Please note that LSU has a policy re: email signature lines: [LSU Policy on Email Signatures Website](#).

Useful Campus Phone Numbers

| Organization | Phone Number |
|---|---------------------|
| Campus Information | 225-578-3202 |
| College of Humanities & Social Sciences | 225-578-3141 |
| Graduate School | 225-578-2311 |
| Psychology Department | 225-578-8745 |
| Libraries | 225-578-5652 |
| LSU Union | 225-578-5124 |
| Student Health Center | 225-578-6271 |
| LSU General Information | 225-578-5141 |
| Medical Appointments | 225-578-6716 |
| Student Aid and Scholarships | 225-578-3103 |
| Recreational Sports Complex | 225-578-8601 |

Appendix A: Master's Thesis

To obtain the Master's degree, you must fulfill the Graduate School requirements, including writing a thesis and passing a comprehensive final examination.

Proposal:

- 1) Deadlines/Timelines:
 - You are to consult with your major professor in regards to forming your committee and report the names of the committee to the Graduate Coordinator, in writing, at least 3 weeks prior to the proposal meeting and no later than the 10th class day of your 3rd semester.
 - At least two weeks prior to your proposal meeting, give your committee members an electronic or bound copy of your proposal.
 - Ideally, you should successfully propose at the beginning of your 3rd semester. You must propose by the 10th class day of your 4th semester to remain in good standing with the department. You must successfully pass your proposal by April 1 of your 4th semester.
 - Failure to comply with these guidelines and deadlines will result in loss of financial support for at least 1 semester.

- 2) Registration Rules: You must register for thesis hours (PSYC 8000) any semester you are working on the project. This would include the semester you propose and the semester you defend, as well as the semester that you submit your document to the Graduate School. Students must have a *minimum total of 6 thesis credit hours* to defend their thesis.

- 3) Committee: Your committee must have at least 3 members. Your committee chair is normally your major professor. At least 2 members of your committee must be from your specialty area, and 1 member must be a full member of the Graduate Faculty. The 3rd member should be from the Psychology Department or a department pertinent to the project. Any changes to the committee must be approved by your committee chair and are subject to approval by the department chair and the Graduate School.

- 4) Data Collection: You may not begin collecting data with human participants until your project has been approved by the Institutional Review Board (IRB) committee. This process may take some time depending on the status of your project (e.g., expedited versus full review). Include any instruments and procedures you plan to use. You can download the IRB form and other IRB documents from the IRB's website.

- 5) If your participants are college students, you must obtain a number for your study from the subject pool manager once your project is approved. This number is how the department will keep track of your project. You determine how many credit points your study will be worth to a participant based on time of participation.

Each ½ hour of participation = 1 credit point. You may list your study on SONA, and students will sign up for your experiment through their SONA account.

- 6) General Information: You will need to see the Graduate Coordinator for the necessary paperwork for your proposal.
- 7) You will need to find an agreeable time and date for you and your committee members. In general, you may not schedule meetings over the summer. You and your committee members are to schedule proposal and defense meetings for a minimum of 90 minutes. Once this has been done, inform the Graduate Coordinator of the date and time of your meeting. You will be assisted with booking a room and equipment you may need (multi-media etc).

Defense:

- 1) Deadlines/Timelines:
 - You must successfully defend your thesis by the last day of final exams of your 5th semester. Failure to comply with these guidelines and deadlines will result in loss of financial support for at least 1 semester.
 - You must apply to the Graduate School for your defense meeting at least 3 weeks prior to your meeting. After approving your defense meeting, the Graduate School will send the required signature pages to the Graduate Coordinator for your meeting.
 - Two weeks prior to your defense, give your committee members copy of your thesis.
- 2) Registration Rules: You must register for thesis hours (PSYC 8000) any semester you are working on the project. This includes the semester you propose and the semester you defend. Although you do not have to be registered for thesis hours the semester you meet with the Graduate School editor, you do have to be registered for a minimum of 1 credit hour with the university. (If you are registered as “degree only” you are not eligible to meet with the editor). You must have a minimum total of 6 thesis credit hours to defend your thesis.
- 3) General Information: Your thesis must be submitted to the Graduate School electronically in compliance with their procedures and format. The Editor in the Graduate School is available to help you with this process. You will need to find an agreeable time and date for you and your committee members. You and your committee members are to schedule proposal and defense meetings for a minimum of 90 minutes. Once this has been done, inform the Graduate Coordinator of the date and time of your meeting. The Graduate Coordinator will help you with booking a room and equipment you may need (multi-media etc).

Appendix B: General Examination

The General Examination is a comprehensive examination required of every doctoral student. This is a written and oral exam. The Graduate School requires that any student receiving a Ph.D. demonstrate proficiency in their area of study.

- 1) Deadlines/Timeline: This exam is generally taken by 4th-year students.
 - Your Degree Audit must be approved by the Graduate School prior to your General Exam.
 - The written exams are designed to assess students' competency in six areas of school psychology. These areas include (a) Law, Ethics, and Diversity, (b) School-Based Interventions, (c) School Psychological Consultations, (d) Applied Behavior Analysis, (e) Assessment, and (f) Research Methodology. The learning objectives for these sections are available from the school psychology faculty.
 - The written exams are conducted over a period of two days.
 - An oral exam is also administered following completion of the written exams. In the oral defense, students are questioned regarding their answers on the written exam or on questions related to the field of School Psychology.
 - You must apply to the Graduate School for your oral exam (form: Request for Doctoral General or Final Examination) at least 3 weeks prior to the meeting. This form can be found on the departmental website under "Graduate School Forms." After approving your defense meeting, the Graduate School will send the required signature pages to the Graduate Coordinator for your meeting.

- 2) Committee: Your committee will consist of at least 4 members including your major professor. At least 2 committee members must be from your specialty area and at least 2 members must be full members of the Graduate Faculty. The Graduate School will appoint your 4th member, your Dean's Representative, for your defense meeting (The Graduate School will make sure this person is available for the date and time of your meeting/exam). This person is also assigned to your future dissertation committee. Any changes to the committee for any reason must be approved by your committee chair and are to be reported to the Graduate Coordinator, in writing, immediately. All committees are subject to approval by the department chair.

- 3) General Information:
 - You and your committee members are to schedule the oral defense meeting for a minimum of 2 hours. In general, you may not schedule meetings over the summer.
 - Once this has been done, inform the Graduate Coordinator of the date and time of your meeting. The Graduate Coordinator will help you with booking a room and equipment you may need (multi-media etc).

- Only one dissenting vote is allowed for a student to successfully pass the General Exam regardless of the number of committee members. If a second attempt is needed to complete the General Exam, the exam is re-administered the following semester. An unsuccessful second attempt of the General Exam will result in immediate dismissal from the program.

Appendix C: The Dissertation

All doctoral students must fulfill the Graduate School requirement of completing a written dissertation with an oral defense.

Proposal:

- 1) Deadlines/Timeline:
 - Consult with your major professor in regard to forming your dissertation committee and share the names with the Graduate Coordinator, in writing, at least 3 weeks prior to the exam and no later than the 10th class day of the semester you intend to attempt the exam.
 - You cannot defend your dissertation for 3 calendar months after passing your General Exam (Graduate School rule).
 - Two weeks prior to your proposal meeting, give your committee members a bound copy of your proposal.
 - Most students generally propose in the Spring of their 3rd year.
- 2) Registration Rules: You must register for dissertation hours (PSYC 9000) any semester you are working on the project. This includes the semester you propose and the semester you defend.
- 3) Committee: Your committee must have at least 4 members. Your committee chair is generally your major professor. Two other members should be professors from the Psychology department or a department pertinent to the project. At least 2 members of your committee must be from your specialty area and at least 2 members must be full members of the Graduate Faculty. The fourth member will be appointed by the Graduate School. Any changes to the committee for any reason must be approved by your committee chair and shared with the Graduate Coordinator.
- 4) Data Collection: You may not begin collecting data with human participants until your project has been approved by the Institutional Review Board (IRB) committee. This process may take some time depending on the status of your project (e.g., expedited versus full review). Include any instruments and procedures you plan to use. You can download the IRB form and other IRB documents from the IRB's website.

If your participants are college students, you must obtain a number for your study from the subject pool manager once your project is approved. This number is how the department will keep track of your project. You determine how many credit points your study will be worth to a participant based on time of participation. Each ½ hour of participation = 1 credit point. You may list your study on SONA and students will sign up for your experiment through their SONA account.
- 5) General Information: You will need to see the Graduate Coordinator for the necessary paperwork for your proposal. You will need to find an agreeable time

and date for you and your committee members. In general, you may not schedule meetings over the summer. Once this has been done, inform the Graduate Coordinator of the date and time of your meeting. The Graduate Coordinator will help you with booking a room and equipment you may need (multi-media etc). Only one dissenting vote is allowed for a student to successfully pass the dissertation proposal regardless of the number of committee members. You and your committee members are to schedule the proposal and defense meetings for a minimum of 2 hours.

Defense:

- 1) Deadlines/Timeline:
 - Most students generally propose in the Spring of their 3rd year. Most students generally defend in their 5th year.
 - You must apply to the Graduate School for your defense meeting (form: Request For Doctoral General or Final Examination) at least 3 weeks prior to your meeting. This form can be found on the departmental website under “Graduate School Forms.”
 - Other deadlines may apply if you plan on graduating the semester you defend. See the Graduate School calendar for those dates. Please also see “Graduation Time Limits” in this document for more details. Three weeks prior to your proposal meeting, give your committee members a copy of your proposal.
- 2) Registration Rules: You must register for dissertation hours (PSYC 9000) any semester you are working on the project. This would include the semester you defend. Although you do not have to be registered for dissertation hours the semester you meet with the Graduate School editor, you do have to be registered for a minimum of 1 credit hour with the university. (If you are registered as “degree only” you are not eligible to meet with the editor.) You must have a minimum total of 12 dissertation credit hours to defend your dissertation.
- 3) Committee: Your committee should not change from your proposal to your defense except under extraordinary circumstances and with the approval of the committee chair and the chair of the department. Any changes to the committee for any reason must be reported to the Graduate Coordinator, in writing, immediately. The Dean’s Representative must attend the defense meeting.
- 4) General Information:
 - You cannot hand in your final dissertation to the Graduate School editor until the semester you graduate.
 - Your dissertation must be submitted to the Graduate School in their required format (i.e., electronically).
 - You will need to find an agreeable time and date for you and your committee members. In general, you may not schedule meetings over the summer. Once this has been done, inform the Graduate Coordinator of the date and time of your meeting. The Graduate Coordinator will help you with booking a room and equipment you may need (multi-media etc).

- You and your committee members are to schedule the proposal and defense meetings for a minimum of 2 hours.

Appendix D: LSU School Psychology Program Training Goals and Objectives

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| <p>Goal 1: Effective Clinicians. Program graduates will be effective clinicians who exhibit scientifically guided practice.</p> |
| <p>Objective 1.1. Assessment. Program graduates will use assessments that meet current professional standards for practice to guide diagnostic determination, intervention design, and to monitor the progress of clients they serve.</p> |
| <p>Competency 1.1.1. Program graduates will demonstrate mastery of the technical issues relevant to the selection and interpretation of assessment devices in school psychology.</p> |
| <p>Measurement 1.1.1.a. Students will complete a test review following the Buros Mental Measurements Yearbook format. The review will be evaluated using the Technical Quality of Assessment Measures rubric. Passing requires a minimum score of 8, which corresponds to a mean of proficient on the rubric.</p> |
| <p>Measurement 1.1.1.b. Students will complete the assessment domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Assessment Technical Issues Scale. The minimum expected level of achievement for this scale is a score of 8, which generally represents proficient knowledge in this domain.</p> |
| <p>Competency 1.1.2. Program graduates will demonstrate a clear understanding of the different technical qualities that are desirable in assessment tools that are used for diagnostic determination, treatment planning, and progress monitoring.</p> |
| <p>Measurement 1.1.2.a. Students will complete the Assessment Tool Selection Test. The test covers assessment tool selection across five domains. Passing requires a minimum score of 60, which corresponds to a mean of proficient on the rubric.</p> |
| <p>Measurement 1.1.2.b. Students will complete the assessment domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Assessment Methods Scale. The minimum expected level of achievement for this scale is a score of 8, which generally represents proficient knowledge in this domain.</p> |
| <p>Competency 1.1.3. Program graduates will devise and implement behavioral, functional, and academic assessments to develop case formulations that guide intervention planning.</p> |
| <p>Measurement 1.1.3.a. Students will submit treatment case plan summaries for inclusion into their program portfolio. Summaries will be scored using the Treatment Evaluation Rubric (TER). Specific to this competency, the TER includes a scale that is specific to the use of assessment data to guide case formulation. The minimum expected level of achievement on this scale is a score of 8 on at least two TERs, which represents proficient use of assessments in treatment.</p> |
| <p>Competency 1.1.4. Program graduates will devise, implement, and interpret assessment plans to plan for treatment progress monitoring and make appropriate treatment decisions.</p> |
| <p>Measurement 1.1.4.a. Students will submit treatment case plan summaries for inclusion into their program portfolio. Summaries will be scored using the Treatment Outcome Evaluation Rubric (TOER). Specific to this competency, the TOER includes</p> |

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| <p>a scale that is specific to the use of assessment data to monitor progress. The minimum expected level of achievement on this scale is a score of 6 on at least two summaries, which represents proficient practice.</p> |
| <p>Competency 1.1.5. Program graduates will devise, implement, and interpret assessment data in a professionally appropriate manner to reach diagnostic determinations based on the relevant diagnostic criteria.</p> |
| <p>Measurement 1.1.5.a. Students will submit psycho-diagnostic reports for inclusion in their program portfolio. Reports will be scored using the Diagnostic Evaluation Rubric (DER). The DER is a behaviorally anchored rating scale that describes multiple dimensions of diagnostic evaluations. The minimum expected level of achievement on this scale is a score of 14 on two culminating reports, which represents proficient practice.</p> |
| <p>Objective 1.2: Intervention. Program graduates will design and implement evidenced-based therapeutic interventions that meet the needs of children, adolescents, and families across educational and community settings.</p> |
| <p>Competency 1.2.1. Program graduates will demonstrate mastery of fundamental behavior analytic principles of human behavior that are common to many evidence-based interventions.</p> |
| <p>Measurement 1.2.1.a. Students will complete the behavior analysis domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Applied Behavior Analysis Scale. The minimum expected level of achievement for this scale is a score of 10, which generally represents proficient knowledge in this domain.</p> |
| <p>Competency 1.2.2. Program graduates will demonstrate appropriate professional knowledge of evidence-based interventions employed by school psychologists.</p> |
| <p>Measurement 1.2.2.a. Students will complete the intervention domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Evidence-Based Interventions Scale. The minimum expected level of achievement for this scale is a score of 10, which generally represents proficient knowledge in this domain.</p> |
| <p>Competency 1.2.3. Program graduates will demonstrate competence in formulating intervention plans that are matched to referral concerns and scientific literature.</p> |
| <p>Measurement 1.2.3.a. Students will submit treatment outcome summaries for inclusion in their program portfolio. Reports will be scored using the Treatment Outcome Evaluation Rubric (TOER). The TOER is a behaviorally anchored rating scale that describes multiple dimensions of treatment planning and outcome including a scale for Intervention Planning. The minimum expected level of achievement on this scale is a score of 6 within the Case Formulation subscale for two culminating reports, which represents proficient practice.</p> |
| <p>Competency 1.2.4. Program graduates will demonstrate professional intervention and treatment outcome evaluation skills.</p> |
| <p>Measurement 1.2.4.a. Students will submit treatment outcome summaries for inclusion in their program portfolio. Reports will be scored using the Treatment Outcome Evaluation Rubric (TOER). The TOER is a behaviorally anchored rating scale that describes multiple dimensions of treatment planning and outcome including</p> |

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| <p>a scale for Outcome Evaluation and Case Management. The minimum expected level of achievement on this scale is a score of 6 within the Outcome Evaluation and Case Management subscale for two culminating cases, which represents proficient practice.</p> |
| <p>Competency 1.2.5. Program graduates will demonstrate the interpersonal communication and influence skills necessary to be an effective clinician.</p> |
| <p>Measurement 1.2.5.a. Interpersonal communication and influence skills will be assessed by direct observation by practicum supervisors. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 10 which represents proficient practice.</p> |
| <p>Goal 2: Proficient Researchers. Program graduates will be proficient researchers.</p> |
| <p>Objective 2.1: Research Design. Program graduates will be able to develop research studies using varied methodologies and analyses to answer research questions.</p> |
| <p>Competency 2.1.1. Program graduates will be able to synthesize the available literature within a domain and build a scientific case for the importance and appropriateness of the research question.</p> |
| <p>Measurement 2.1.1.a. Faculty members will use the Research Skills Evaluation Rubric (RSER) to review student research syntheses for the extent to which they provide a compelling rationale for the students' proposed research questions for theses and dissertation research. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense.</p> |
| <p>Competency 2.1.2. Program graduates demonstrate methodological sophistication in designing research studies that answer research questions.</p> |
| <p>Measurement 2.1.2.a. Faculty members will use the Research Skills Evaluation Rubric (RSER) to review the methods proposed by students in their theses and dissertations for the extent to which they are rigorous and sophisticated. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense.</p> |
| <p>Measurement 2.1.2.b. Students will complete the methodology domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Research & Analysis Methods Scale. The minimum expected level of achievement for this scale is a score of 8, which represents proficient knowledge in this domain.</p> |
| <p>Competency 2.1.3. Program graduates will demonstrate methodological sophistication in selecting analytic methods for their data.</p> |
| <p>Measurement 2.1.3.a. Students will complete the methodology domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Research & Analysis Methods Scale. The minimum expected level of achievement for this scale is a score of 8, which represents proficient knowledge in this domain.</p> |
| <p>Objective 2.2: Research Communication. Program graduates will effectively communicate research methods and findings through scholarly writing and oral presentations.</p> |

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| Competency 2.2.1. Program graduates will effectively communicate research methods and findings in writing. |
| Measurement 2.2.1.a. Faculty members will use the Research Skills Evaluation Rubric (RSER) to review student theses and dissertations for the overall quality of the writing. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense. |
| Competency 2.2.2. Program graduates will effectively communicate research methods and findings in public speaking. |
| Measurement 2.2.2.a. Students will be observed making at least one oral presentation of their research. Faculty members will use the Oral Presentation Skills Scale of the Research Skills Evaluation Rubric (RSER) to review the student's presentation. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense. |
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| Goal 3: Effective Leaders. Program graduates will be effective Leaders. |
| Objective 3.1: Law, Ethics, & Culture. Program graduates will demonstrate an understanding of legal, ethical, and culturally sensitive principles underlying the practice of school psychology and exhibit practice that is congruent with those principles. |
| Competency 3.1.1. Law and Ethics |
| Measurement 3.1.1.a. Students will complete the law and ethics domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Law & Ethics Scale. The minimum expected level of achievement for this scale is a score of 8, which generally represents proficient knowledge in this domain. |
| Measurement 3.1.1.b. Ethical practice will be assessed by direct observation by practicum supervisors. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 10, which corresponds to proficient practice. |
| Competency 3.1.2. Culture |
| Students will demonstrate awareness, knowledge, and skills necessary to work with socially, culturally, and racially/ethnically diverse individuals through completion of a diversity reflection brief. Faculty will use the Cultural Competency Evaluation Rubric to review students' reflection briefs. |
| Measurement 3.1.2.a. Student's paper regarding cultural competency will be reviewed and scored using the Cultural Competency Evaluation Rubric. The minimum expected level of achievement is a score of 18. |
| Objective 3.2: Organizational Management & Leadership. |
| Competency 3.2.1. Program graduates will demonstrate excellent leadership and organizational management skills. |
| Measurement 3.2.1.a. This skill will be assessed by direct observation by supervising faculty. For those years in which the student has taken on a leadership and management role. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 8, which represent proficient practice. |

Competency 3.2.2. Program graduates will demonstrate mentoring and teaching skills.

Measurement 3.2.2.a. This skill will be assessed by direct observation by supervising faculty. Third and fourth-year students will be required to take on active supervision responsibilities for junior students. This will include providing case-specific feedback as part of supervision, along with feedback from the supervising faculty member. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 6, which represent proficient practice.