

School Psychology Graduate Student Handbook



2015-2016

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

Table of Contents

Introduction	3
Admissions.....	4
Advisement	5
Doctoral Degree Requirements.....	5
Departmental Required Core Courses	5
School Psychology Required Courses	6
Waiving Required Courses	7
The Program of Study.....	8
School Psychology Applied Training Requirements.....	8
School Psychology Research Requirements	9
The General Exam	10
Application for Degree	10
Graduation Time Limit	11
School Psychology Checklist.....	12
Program Training Goals & Assessment Portfolio	13
Program Retention/Termination	14
Remedial Plans	14
Complaints/Grievances	15
General Departmental Rules and Information	15
Graduate School Information.....	17
Financial Aid and Support Programs.....	17
Student Health Services	19
Computing Services	20
Housing	20
Useful Campus Phone Numbers	21
Appendix A: Program of Study	23
Appendix B: Master's Thesis.....	24
Appendix C: General Examination	25
Appendix D: The Dissertation	27
Appendix E: Program Training Goals	30

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 an intensive immersive experience and as a result 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 as well 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 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. The senior 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. The senior school psychology

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 <http://www.apa.org/ed/accreditation/>. Its address is: 750 First Street, NE, Washington, D.C. 2002.

faculty have been successful in obtaining grants 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 <http://www.lsu.edu>. For more information, 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 <http://www.lsu.edu/psychology>.

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 application deadline is December 1. Applicants are required to provide the admissions committee with GRE scores, three letters of reference, and all graduate and undergraduate transcripts. Successful applicants have typically had GRE scores in excess of 300 and undergraduate GPAs in excess of 3.0.

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

All students who are admitted will be assigned to one primary faculty mentor. Mentors will typically have four to eight 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.

Doctoral Degree Requirements

I. Departmental Required Courses

An earned grade of an A or a B is required to have completed these courses.

- o Biological Basis of Behavior (7034)
- o Cognitive Basis of Behavior (7030)
- o Social Basis of Behavior (7040)
- o History of Modern Psychology (4008)

And two of the four methodology courses:

- o Measurement of Behavior (7020)
- o Methodology and Research (7117)
- o Intermediate Statistics (4111)
- o Advanced Statistics (7111)

- ◆ You have two attempts to complete each of these classes.
- ◆ Please check with your major professor regarding the methodology sequence and your career goals. You may be required to take more than two courses from this sequence.

- ◆ If you feel you have a particularly strong background in one or more of the core areas, you may take the final exam in any course in lieu of the course; you will have satisfied the core requirement if you earn a grade of “A” or “B” on the final. You must secure a letter from the course instructor giving your exam grade for inclusion in your file, as evidence of satisfying this requirement.
- ◆ Additionally, the School Psychology program requires all students to complete 4111 and 7117. Based on student background and prior experience they may choose to complete either 7020 or 7111 as the additional advanced statistics course. Their choice must be approved by their major professor.

II. School Psychology Required Courses

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

- Psychological Assessment I (7125)
- Psychoeducational Assessment (7165)
- Cultural Diversity in Counseling and Therapy (7929)
- 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 Child and Adolescent Development (7949)
- Psychological Assessment Practicum (7688, joint enrolled with clinical students)
- Practicum in School Psychology (7668, 3 Semesters)
- Practicum in School Psychology (7669, 3 Semesters)

- o Assessment focused Practicum (7688 or 7625, 1 Semester)
- o Thesis Research (8000, minimum of 2 Semesters & 6 Credits Hours)

You must successfully complete the following courses to complete the PhD in school psychology:

- o Internship in School Psychology (7969, minimum of 2 Semesters)
- o Dissertation Research (9000, minimum of 2 Semesters & 12 Credits Hours)
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 their first year in the program. These are:

- Professional Considerations (Ethics)
- Cultural Diversity in Counseling and Therapy
- Psychological Assessment I
- Child Behavior Therapy or School-Based Psychological Interventions
- Two Semesters of Practicum

Waiving Required Courses

The Department of Psychology does not permit transfer credit for the department required core courses. Students may either take the course or they can obtain exemption from taking the course by taking the course's cumulative final. If a student takes that final and receives a B or better they will not be required to take that course.

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 sufficient preparation for internship. 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 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 core courses in the ABA sequence requires successful completion of relevant examinations (PSYC 7946, 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), and Child Behavior Therapy (7972).

III. The Program of Study

This document represents your individualized degree program. It must be submitted to and approved by the Graduate School prior to your General Exam & at least one year before you leave on internship. *You must be a full-time student for two consecutive semesters (fall & spring or spring & fall) after the program of study has been approved.* It is recommended that this be done as soon as the Master's thesis is completed. Please see the form called "Doctoral Program of Study" for information on how to fill this out. If you need to make changes to the program of study after it has been approved, you must fill out a "Request for Change in Program of Study for Doctoral Degree" form. All of these forms must go through the Graduate Secretary prior to submission to the Graduate School. More detailed information regarding completing the program of study is provided in Appendix A.

These forms can be downloaded from the link for Graduate School forms on the departmental website (www.lsu.edu/psychology).

IV. 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 first semester with 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 complete 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 waved 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. Despite the presence of the APA approved internship in New Orleans at present, students should be aware that obtaining an APA approved internship will frequently 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 2 dissertation hours 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 Secretary when you have applied for internship. When accepted, you must give the Graduate Secretary a copy of your acceptance letter as soon as possible.

V. 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 are published authors **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.

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. A thesis committee must be comprised of at least three faculty members. Students are required to propose their theses by the Fall semester of their second year in the program. Following the proposal, students are required to complete their thesis by their fifth full semester in the program (i.e., Fall semester of third year). 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 B for a more detailed break down 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.

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 must be comprised of at least three faculty members. 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 encouraged to propose their dissertations during the spring of their 3rd year so that they can collect their data during their fourth year, before internship. Students are expected to propose their dissertation before scheduling their general examination (see below). Following proposal, students are required to complete their dissertation research under the supervision of the faculty advisor. Students are required to 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 D for more information regarding the dissertation.

VII. 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. The examination committee is comprised of three faculty members and a representative appointed by the Dean of the Graduate School. 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. 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 fail to meet the requirements of the General Exam are dismissed from the program. See Appendix C for a checklist relevant to the General Examination. The objectives for the General Examination are available from the program director.

VIII. Application for Degree

At the beginning of the semester in which you defend your thesis or dissertation, you 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 “Application for Degree” forms will vary from semester to semester. **You should obtain this information from the Graduate School the prior semester or at very beginning of the semester in which you intend to graduate.**

IX. 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 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.) Leave of absence is no longer formally recognized by the Graduate School. Failure to complete the Ph.D. program within the seven-year period will result in termination from the program.

The Graduate School requires students to graduate within 1 semester of completing their defense and internship. For example, if you complete all of your requirements in the spring semester you 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.

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 Master's Thesis.

Year 2:

- Complete 6 didactic courses in your program of study.
- A formal Master's thesis prospectus meeting must be completed by the **10th day** of the fourth semester at LSU. The optimal time to propose is normally at the beginning of the third semester.
- Collect thesis data.

Year 3:

- Students must complete their Master's thesis by the last day of final examinations of their 5th semester.
- Propose Dissertation.

Year 4:

- Complete school required courses.
- 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. Time lines above assume students are entering with a 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.

X. 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 SPP's goals are provided in Appendix E. 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	PSY 7125
Assessment Selection	Effective Clinicians	1.1.2	PSY 7165
Culturally Sensitive Practice	Effective Clinicians	3.1.2	PSY 7929
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

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 terminated 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 unanimous conclusion that it is inappropriate to continue that individual's training, they would be terminated from the program. Additionally, if any student's performance in practicum is sufficiently poor and unresponsive to supervisory feedback that they receive a grade of unsatisfactory they will be terminated from the program.

In order to remain in good standing students must maintain a GPA of 3.0 or better.

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 terminate the student as a Ph.D. candidate at LSU.

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 where 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 it will be reviewed with the student by the student's major professor. 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 review of the outcome by the faculty who initiated the plan with consensus among the faculty that the objectives have been met. No student may initiate internship that has not successfully completed a remedial plan. Nothing in the remedial plan process may conflict with the student's due process and appeal rights as outlined by current LSU documents and 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 his or her faculty advisor. The faculty advisor should typically be able to resolve most problems. If a resolution is not obtained by discussion with the student's faculty advisor, the student should contact the School Psychology Program director. 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 student's rights, appeals, and due processes. Students can access the LSU policies regarding grievances and appeals at [http://appl003.lsu.edu/ups.nsf/\\$Reference/PS-48?OpenDocument](http://appl003.lsu.edu/ups.nsf/$Reference/PS-48?OpenDocument). LSU Policy Statement 48 governs student access to the University wide appeals process.

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 Secretary (forms, deadlines, etc.).

Please attend to the following:

- 1) Please be sure the Graduate Secretary 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 urgent and the ability to contact you quickly may facilitate your finishing your program of study on time. Additionally, from time to time university policies, procedures, and forms will change and you will typically be notified by e-mail. The Graduate Secretary sends out numerous emails 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 Secretary 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 a last name beginning with "A" will find their mail in the box marked "A" etc. Check and empty your mail box 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 paper work including obtaining all of the relevant faculty signatures.
- 4) If you would like to apply for travel funds for a conference/meeting, you may qualify for travel reimbursement. It is your responsibility to apply at least 3 weeks prior to the trip and to turn in all completed paperwork in a timely manner. Please see the departmental accountant for rules and forms.
- 5) You are not allowed to propose and defend a thesis or dissertation in the same semester. You 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 you have earned a master's degree in psychology from another university, you may submit your thesis to the department for consideration as meeting the department's master's thesis requirement. Please bring a copy of your thesis to your major professor and your area 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 beginning of the appointment.
 - ✓ 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 (this can be found at www.lsu.edu/deanofstudents) as well as the APA's Ethical Principles of Psychologists and Code of Conduct (this can be found at <http://www.apa.org/ethics/>). Unethical or improper behavior (on or off campus) may warrant disciplinary action by the department and/or the university.
- 9) When planning important meetings such as a thesis proposal or dissertation defense please bear in mind that it may not be possible to convene your committee over the summer, dependent upon faculty availability.

Graduate School Information

The Department of Psychology is your liaison to the Graduate School. If you have questions or concerns about Graduate School rules or procedures, call or email the Graduate Secretary. All forms, documents, and paperwork for the graduate school is to be turned into the Graduate Secretary. Please do not take forms directly to the Graduate School. The department will review and submit all paperwork and retain copies in your departmental file.

You 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.

You must maintain a GPA of 3.0 or better (cumulative and semester GPA) to remain “in good standing” with the Graduate School. If your GPA falls below 3.0, you will be placed on academic probation the first semester. While on academic probation, you are not eligible for funding of any kind. If after one semester of academic probation, your cumulative and semester GPA are not 3.0 or better, you will be terminated from the university.

If you are the recipient of an assistantship, you must secure written permission to work additional hours outside of that assistantship. The additional work must be related to your education in some way to merit approval. If you wish to apply for additional compensation discuss the matter with your major professor and then contact the Graduate Secretary. You will need to describe where you will be working, what services you will provide, how many hours per week you will be working, as well as your beginning and ending date for that commitment. The Graduate Secretary will then file the appropriate paperwork to request permission be granted.

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 are 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 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. It is recommended that students obtain a copy of the catalog (available for purchase at the bookstore) for a list of important dates and guidelines that students must comply with to remain in good standing with the university and continue to be eligible for assistantship funding.

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, hospitals). 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, he or she may be eligible for these types of positions.

Scholarships and Fellowships

The Graduate School offers the Graduate School Scholars Program to well qualified graduate students. The award is a monetary enhancement to their departmental assistantship/fellowship. To be eligible, students must be recommended by an approved faculty committee in the Psychology Department and also have been awarded a graduate assistantship. Nominations will be considered until funds are exhausted.

The Board of Regents' Graduate Fellowship Program provides awards for up to four years. The candidate must be a doctoral student. Applications and materials must be

submitted through the candidate's department and be received in the Graduate School by February 15.

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.

The Graduate School Dissertation Fellowship provides a stipend plus tuition for one year available for exceptional doctoral students likely to complete the dissertation during the fellowship year.

This is by no means a complete list of all scholarships/fellowships available for graduate students. The Graduate School publishes several guides listing regionally and nationally funded programs offering stipends in numerous fields of study. Students can review these references in 114 David Boyd Hall.

Travel Awards

Contact information: Accountant in the Psychology Department.

The Graduate School offers travel awards for students presenting their work at poster or symposium sessions at national conferences. Application is quick and easy – requires a one-page form with major professor's signature and department chair's signature, an itemized statement of expenses upon return from the trip, and a copy of the conference program.

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, student 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 isolation room. Related services, such as disability management counseling, adaptive equipment loans, etc. are also available.

Computing Services

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 <http://www.lsu.edu>. 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 which delivers a suite of applications to the student, 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 which every account has access to, applications are added to a desktop on an individual basis. The applications which 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 catalogue of software is available for LSU students for free download through the LSU site licenses.

Housing

The first source of housing for graduate students is the university residence halls (dormitories). **Residence halls** are located near all areas of the campus. Residence halls can be rented alone or with a roommate. Advantages of residence halls include convenience and price, but there are a number of disadvantages. First, living areas are often small. Second, kitchen facilities are limited. Third, the halls close based on the university's schedule, which is inconvenient for graduate students whose duties will often conflict with this schedule requiring alternate living accommodations.

In addition to the residence halls, LSU offers two apartments with one, two and three bedrooms. These apartments are convenient and better equipped than the residence halls, but availability is limited. Reservations should be made as soon as possible. For more information about residence halls and university apartments contact Residential Life.

Most graduate students opt for off campus apartments. There are literally hundreds of complexes in the Baton Rouge area.

Useful Campus Phone Numbers

Campus Information	225-578-3202
College of Arts & Sciences	225-578-8273
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
Information	225-578-5141
Medical Appointments	225-578-6716
Student Aid and Scholarships	225-578-3103
Recreational Sports Complex	225-578-8601

Appendix A: Program of Study

This document represents your individualized degree program. You will list the classes you have taken as well as the classes you intend on taking. It will be your contract between yourself and the department of your requirements to obtain your doctoral degree.

- 1) **Deadlines/Timelines:** Students generally submit this form to the Graduate School in their 3rd or 4th year in the program. You are not eligible to submit your Program of Study (POS) until you have successfully defended your thesis. You are not allowed take your General Examination until your POS has been accepted by the Graduate School. You must be registered full time for two consecutive semesters after the POS has been approved. From the point that the POS form has been filed (from within the department), the student has 18 months to complete the general exam.
- 2) **Committee:** Your Advisory Committee and the Department of Psychology must approve the POS prior to submission to the Graduate School. This committee will consist of at least 3 members: your major professor, your minor professor (if applicable), and 1 (2 if no minor professor) other Psychology professor(s) or professor pertinent to your path of study. At least 2 members of your committee must be from your specialty area and at least 1 member must be a full member of the Graduate Faculty.
- 3) **General Information:** Please do your best to get the information on this form correct. If changes are required, the Graduate School requires another form to be completed. No one wants additional paperwork. The Program of Study and Change of Program of Study can be downloaded from the departmental website (www.lsu.edu/psychology) under “Graduate School Forms.”

Appendix B: 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 Secretary, in writing, at least 3 weeks prior to the proposal meeting and no later than the 10th class day of your 3rd semester.
 - Two weeks prior to your proposal meeting, give your committee members a 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.
 - 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.
- 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 for any reason must be approved by your committee chair and are to be reported to the Graduate Secretary, in writing, immediately. All committees are subject to approval by the department chair.
- 4) Data Collection: You may not begin collecting data with human participants until your project has been approved by the IRB committee (Institutional Review Board). 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 [http://appl003.lsu.edu/osp/osp.nsf/\\$Content/LSU+IRB+Documents?OpenDocument](http://appl003.lsu.edu/osp/osp.nsf/$Content/LSU+IRB+Documents?OpenDocument).

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 MYLSU and students will sign up for your experiment through their MYLSU account.

- 5) **General Information:** You will need to see the Graduate Secretary for the necessary paperwork for your proposal.
- 6) 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 Secretary 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 (form: Request For Master's Examination) at least 3 weeks prior to your meeting. This form can be found on the departmental website (www.lsu.edu/psychology) under "Graduate School Forms." After approving your defense meeting, the Graduate School will send the required score cards to the Graduate Secretary for your meeting.
 - Two weeks prior to your defense, give your committee members a bound 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 minimum total of 6 thesis credit hours to defend your thesis.
- 3) **General Information:** Your thesis must be submitted to the Graduate School in their required format (i.e., electronically). This format may be obtained from the Graduate School office in 114 David Boyd Hall or at http://etd.lnx390.lsu.edu/cgi-bin/ETD-browse/browse?first_letter=P;browse_by=department. Pay close attention to this format or you will end up with a lot of revisions. You cannot hand in your final thesis to the Graduate School editor until the semester you graduate.

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 Secretary of the date and time of your meeting. The Graduate Secretary will help you with booking a room and equipment you may need (multi-media etc).

Appendix C: General Examination

General Exam:

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 Program of Study 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 and Ethics, (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 fields 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 (www.lsu.edu/psychology) under "Graduate School Forms." After approving your defense meeting, the Graduate School will send the required score cards to the Graduate Secretary 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 Secretary, 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.
 - Once this has been done, inform the Graduate Secretary of the date and time of your meeting. The Graduate Secretary 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 an immediate dismissal from the program.

Appendix D: The Dissertation

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

Proposal:

- 1) Deadlines/Timeline:
 - You are to consult with your major professor in regards to forming your dissertation committee and report the names to the Graduate Secretary, 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 their 4th 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 your major professor, your previously appointed Dean's Representative, and 2 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. As a departmental rule and as a courtesy, you are to invite the Dean's Representative to your proposal meeting. You are to accommodate him/her as well as the remaining members of your committee when scheduling the proposal. Any changes to the committee for any reason must be approved by your committee chair and are to be reported to the Graduate Secretary, in writing, immediately. All committees are subject to approval by the department chair.
- 4) Data Collection: You may not begin collecting data with human participants until your project has been approved by the IRB committee (Institutional Review Board). 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 [http://appl003.lsu.edu/osp/osp.nsf/\\$Content/LSU+IRB+Documents?OpenDocument](http://appl003.lsu.edu/osp/osp.nsf/$Content/LSU+IRB+Documents?OpenDocument).

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 MYLSU and students will sign up for your experiment through their MYLSU account.

- 5) **General Information:** You will need to see the Graduate Secretary for the necessary paperwork for your proposal.

You will need to find an agreeable time and date for you and your committee members. Once this has been done, inform the Graduate Secretary of the date and time of your meeting. The Graduate Secretary 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:**
 - You cannot propose your dissertation until you have successfully completed your General Examination.
 - You cannot defend your dissertation for 1 year after passing your General Exam.
 - Most students generally propose in their 4th 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 (www.lsu.edu/psychology) under “Graduate School Forms.” After approving your defense meeting, the Graduate School will send the required score cards to the Graduate Secretary for your meeting.
 - 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” on page 17 for more details.
 - Two weeks prior to your proposal meeting, give your committee members a bound 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 Secretary, 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). This format may be obtained from the Graduate School office in 114 David Boyd Hall or at http://etd.lnx390.lsu.edu/cgi-bin/ETD-browse/browse?first_letter=P;browse_by=department. Pay close attention to this format or you will end up with a lot of revisions.
- You will need to find an agreeable time and date for you and your committee members. Once this has been done, inform the Graduate Secretary of the date and time of your meeting. The Graduate Secretary 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.
- Only one dissenting vote is allowed for a student to successfully pass the dissertation regardless of the number of committee members. In the event the defense exam is failed, you will be dismissed from the program. Only at the discretion of the student's committee may a single, additional attempt be made.
- If the second attempt is approved, a minimum of one semester must pass between attempts.

Appendix E:
LSU School Psychology Program Training Goals and Objectives

<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 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</p>

<p>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 the 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 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</p>

Management subscale for two culminating cases, which represents proficient practice.
Competency 1.2.5. Program graduates will demonstrate the interpersonal communication and influence skills necessary to be an effective clinician.
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.
Goal 2: Proficient Researchers. Program graduates will be proficient researchers.
Objective 2.1: Research Design. Program graduates will be able to develop research studies using varied methodologies and analyses to answer research questions.
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 research question.
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.
Competency 2.1.2. Program graduates demonstrate methodological sophistication in designing research studies that answer research questions.
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.
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.
Competency 2.1.3. Program graduates will methodological sophistication in selecting analytic methods for their data.
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.
Objective 2.2: Research Communication. Program graduates will be able to develop research studies using varied methodologies and analyses to answer research questions.
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

<p>that this will commonly be achieved at the dissertation defense.</p> <p>Competency 2.2.2. Program graduates will effectively communicate research methods and findings in public speaking.</p>
<p>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.</p>
<p>Goal 3: Effective Leaders. Program graduates will be effective Leaders.</p> <p>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.</p>
<p>Competency 3.1.1. Law and ethics</p> <p>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.</p> <p>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.</p>
<p>Competency 3.1.2. Culture</p> <p>Students will demonstrate awareness, knowledge, and skills necessary to work with socially, culturally, and racially/ethnically diverse individuals through completion of a diversity final term paper. Faculty will use the Cultural Competency Evaluation Rubric to review students' term papers.</p> <p>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.</p>
<p>Objective 3.2: Organizational Management & Leadership.</p> <p>Competency 3.2.1. Program graduates will demonstrate excellent leadership and organizational management skills.</p> <p>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.</p> <p>Competency 3.2.2. Program graduates will demonstrate mentoring and teaching skills.</p> <p>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.</p>

