# School Psychology Graduate Student Handbook

An Overview of the Program and its Requirements

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

This handbook contains critical information regarding the policies and procedures of the Louisiana State University School Psychology Ph.D. Doctoral Program. This document was created with the goal of integrating Graduate School and departmental rules, with rules specifically related to the school psychology training program. Students must be familiar with and follow these rules carefully since they outline requirements for successful completion of the Ph.D. in school psychology. The most recent copies of this handbook can be obtained on the department's web site. Two other essential documents for graduate students include the *LSU General Catalog* and the *Graduate School website,* Pinkie Gordon Graduate School. 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 Catalog Link. For more information, you may call the Office of the University Registrar at 225-578-1686. The *Graduate School website* contains information for graduate students such as academic timelines and Graduate School procedures. Detailed descriptions of all degree programs offered through the Graduate School, regulations, and degree requirements pertaining only to graduate students are found in the section "The Graduate School." Students are encouraged to become familiar with these resources as well.

It is students' responsibility to be aware of the requirements and policies that are contained within the Handbook and recommended resources. If you have any questions about these policies, please contact your major faculty advisor (for academic/research matters,) the Program Director/Director of Clinical Training (PD/DCT; for school psychology program policies/procedures), the Director of Graduate Studies (DGS; for department graduate program policies), or the department Graduate Coordinator (for department graduate program procedures, forms, deadlines, and protocols). We are all here to help!

# Introduction

**The LSU School Psychology Program is accredited by the American Psychological Association and approved by the National Association of School Psychologists[1].** The LSU program is small and collegial. Each student has intensive and frequent contact with faculty members within the program, particularly with his, her, or their 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 projects throughout their graduate careers. The program is designed to provide students with immersive applied experiences and is designed for full-time enrollment over four years at LSU plus a one-year internship away from LSU. The School Psychology Program at LSU is one of five graduate programs in the department. The other programs are Behavior Analysis, Cognitive and Brain Sciences, Industrial/Organizational, and Clinical Psychology. The department and our program encourage collaboration with other programs within the department. In particular, the School Psychology Program has a close relationship with the Clinical Psychology Program and will be intimately connected to the Behavior Analysis Program, which launched in the Fall of 2024. This program prepares behavior analysts to have expertise in the empirical and philosophical basis of the science of behavior and its application to socially significant goals. Historically, behavior analytic training was embedded within our School Psychology Ph.D. Program with the option for our students to pursue their board certification as a behavior analyst – doctoral (BCBA-D). However, in March 2022, the Behavior Analysis Certification Board announced that the only pathway to board certification beginning in 2032 is to complete an ABAI-accredited program. Given this new development, our interest in leveraging our resources and expertise in behavior analysis, and our desire to continue a pathway for students enrolled in our program to have the option of pursuing the BCBA-D, we have launched the Behavior Analysis Program. The Behavior Analysis Program will have substantial overlap with our School Psychology Program. Both programs will share faculty and resources to expand the opportunities and expertise available to students.

**The School Psychology PhD Program embraces a scientist-practitioner model of training and trains 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 encouraged to apply this thinking not only to research issues but also to practical issues that they encounter in their practicum experiences. **The**

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[1] American Psychological Association's Commission on Accreditation (APA CoA; Education Directorate, Program Consultation & Accreditation; 750 First Street, NE; Washington, DC 20002; phone: 202-336-5979; fax: 202-336-5978; apaaccred@apa.org) and approved by the National Association of School Psychologists (NASP; 4340 East West Highway, Suite 402; Bethesda, MD 20814).

**orientation of the program is behavioral and ecological systems with a focus on children and youth as they function within family, school, and community systems.**

The program prepares students to address social-emotional and behavioral difficulties, as well as academic and developmental concerns in children and youth. Faculty expertise largely focuses on behavioral and social-emotional functioning, with a growing emphasis on academic screening and intervention. At present, the program offers an Association for Behavior Analysis International (ABAI) Verified Course Sequence, which fulfills the coursework requirements to sit for eligibility to take the Behavior Analysis Certification Board examination. 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 service and students are exposed to strong training in evidence-based assessment and intervention practices, incorporating the best available science in the field. Graduates of the program are employed by schools, hospitals, clinics, universities, and organizations.

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 contributions and scholarship. School psychology faculty members serve as editors or associate editors of scholarly journals, as well as on many editorial review 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 during their training at LSU.

The school psychology faculty members prioritize respect and collaboration, actively promoting socially just and equitable practice, as well as upholding the highest standards of scientific and ethical professional behavior. It is an honor to serve others and the field, and everyone we serve should benefit from the integration of the best research evidence with clinical expertise and client responsiveness.

# Admissions

The admissions process for the School Psychology Doctoral Program 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. Students are admitted for the Fall semester only, and the deadline for full consideration of an application is December 1. Applicants are generally expected to have the following prerequisites. At a minimum, prerequisite courses must be completed prior to applying to the program: Courses equivalent to LSU's PSYC 2000 (Introduction to Psychology), PSYC 2016 (General Statistics), and PSYC 2017 (Research Methods in Psychology). Successful applicants have typically had undergraduate GPAs in excess of 3.0. *However, each applicants' complete record for review is considered, as faculty apply a wholistic approach to the review process*. Other basic applications materials include:

1. A writing sample (e.g., research paper or literature review from a class, undergraduate thesis, or research/practice publication);
2. Statement of purpose;
3. Resume or curriculum vitae;
4. Three recommendation letters; and
5. Undergraduate and graduate transcripts.
6. Essays about one's educational history and goals are optional.

The statement of purpose should focus on applicants' academic or professional experiences to date and provide well-articulated research and professional goals. In the statement, applicants should express how their prior experiences (e.g., research, clinical, employment, and/or volunteer), training (e.g., coursework, professional development experiences), and assets make them well-prepared for graduate studies. Applicants should also articulate how their research interests and professional goals make them a good fit for our program and to work within specific faculty members' labs (up to two labs).

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 and experiences/training 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 (typically in February).

**Diversity & Nondiscrimination**: The program strongly encourages applicants from culturally and individually diverse backgrounds to apply. The program has significantly benefited from its diverse student body and is firmly committed to issues of diversity

pertaining to 1) the recruitment and retention of students and faculty from diverse backgrounds; 2) training in cultural responsivity and humility; 3) the development of positive change agents; and 4) the maintenance of a safe, supportive, and growth-promoting climate. The program strives to cultivate an inclusive and academically stimulating environment that encourages open dialogue about cultural and social issues. These conversations not only enhance knowledge and learning but also help to prepare students and faculty to effectively engage with and serve all students/clients, families, and community members.

The School Psychology Faculty and LSU broadly does not discriminate on the basis of race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status in its programs and activities and provides equal access to its programs and activities. For more information regarding LSU's equal opportunity policy, please see LSU Policy Statement 1.

**Adding or Transferring Between Programs**: In exceptionally rare cases, a school psychology student may want to switch or add another LSU psychology concentration to their graduate training. To be considered for this change, the student must be in good standing and go through a formal application process to switch or add the new concentration before the start of their second year in the program. Importantly, each departmental concentration or area has its own admissions requirements, and students cannot be enrolled in both the Clinical and School concentrations simultaneously. Therefore, in these rare cases, the student must first meet with their current major advisor or area head to discuss their interest in making a change. The student must also meet with a prospective major advisor in the new concentration. If a potential major advisor is identified and the new concentration is willing to review the student's program application, the student can proceed to complete the formal application process based on the guidelines provided by the new concentration and the psychology department. Importantly, completing a formal application to switch or add a new concentration will not automatically result in the desired change in graduate training.

## Advisement and Licensure

All students who are admitted will work under the direction of one primary faculty mentor/major professor. 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 Standards of Accreditation for Health Service Psychology as outlined by the American Psychological Association as well as training guidelines outlined by the National Association of School Psychologists. 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). Regarding applied behavior analysis, the program presently 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 but is transitioning to these requirements being provided through the newly formed Behavior Analysis Program. 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 (PSY|Book) and here (Consumer Information).

## Curriculum & Doctoral Degree Requirements

Students in the School Psychology Program are expected to devote full-time to graduate study and complete the requirements for the Ph.D. within 5 to 7 years. Most typically, this includes 4 years of full-time enrollment at LSU plus a one-year APA-accredited internship away from LSU. Although unique circumstances may require some adjustment of the timetable of the program sequence, students are encouraged to adhere to the program schedules as closely as possible.

Consistent with APA guidelines (Standards of Accreditation), the LSU School Psychology Program is committed to training students in a general knowledge base in psychology, broadly defined, to serve as a foundation for their training in health service psychology. To facilitate this goal, school psychology students are required to complete courses that cover all discipline specific knowledge areas (DSKs). Similarly, the School Psychology Program is dedicated to training students in all the relevant profession-wide competencies (PWCs); therefore, school psychology students are required to complete courses and learning experiences that build a minimum level of proficiency in each competency domain.

### *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. If a student struggles with only one of the core courses, they will have a second attempt to complete it successfully. Students must complete or waive all core department courses with satisfactory grades within four years, or they will be dismissed from the program. Per LSU Graduate School policy, a student whose semester and/or cumulative average is ≤ 2.75 may be dropped from the Graduate School and program without having a probationary period.

*Course waivers*: If a student has taken a course similar in content to one of the core courses mentioned above, they should meet with the Graduate Coordinator to obtain a Course Waiver Form. Students will need approval from their major professor, the course instructor at LSU, and their program area head to waive a required course. The waived

course will not be listed on the student's transcript. A student may waive up to a total of 12 credits.

## *II. School Psychology Required Courses*

Students must successfully **complete** (with a grade of ≥ 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)

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

- Internship in School Psychology (7969, minimum of 3 Semesters & no less than 1500 Hours)
- Dissertation Research (9000, minimum of 2 Semesters & 12 Credit Hours)

*Note.* During any semester students propose, conduct research, defend, or submit their thesis or dissertation, they 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 School Psychology Doctoral training curriculum. the student must have completed training in another graduate program that the faculty considers to be substantially equivalent. This training should cover content aligning with the same APA Discipline Specific Knowledge areas or Profession-wide Competencies, prepare the student to pass the challenging graduate specialty examination in school psychology, and adequately prepare them for an internship. The waived course(s) will not show up on the student's transcript.

The student is required to submit a waiver application available from the Department's Graduate Coordinator. Course waivers are capped at 12 credit hours total. The prior course of training may be a single course or a 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 obtain the syllabus of the LSU course and the course(s) that was taken at the other institution. Second, students should obtain a Course Waiver Form from the Graduate Coordinator. Third, the student should 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 of record support the waiver, the student is required to submit the request to the Program Director along with the syllabus/syllabi for the relevant courses and any supporting materials requested by the Program Director. If the request is approved, a completed and signed Course Waiver Form 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 <u>not</u> 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).

**Waiver for History of Psychology:** A course waiver can be obtained by those students who successfully completed (i.e., got at least a B-) on an undergraduate <u>or</u> graduate course in History of Psychology. To do so, the student must email the Program Director and Graduate Coordinator the following:

- The request to waive history.
- A copy of the transcript of the school from which the student successfully completed an undergraduate or graduate History of Psychology course.

## Course Hour Maximums

Most courses can only be taken once for credit towards a degree. The following courses can be repeated for credit towards a degree but are limited in the number of hours that can be used for degree credit. For example, a student can register for more than 12 hours of PSYC 9000 Dissertation Research, but only 12 hours can count toward the hours needed to graduate with the Ph.D. The list below is not exhaustive but reflects those most applicable to the School Psychology Program.

- PSYC 7668: Practicum in School Psychology – Course Max Credit of 6
- PSYC 7669: Practicum in School Psychology – Course Max Credit of 6
- PSYC 7690: Teaching of Psychology Practicum – Course Max Credit of 4
- PSYC 7990: Teaching of Psychology – Course Max Credit of 4
- PSYC 7969: Internship in School Psychology – Course Max Credit of 12
- PSYC 8000: Thesis Research – Course Max Credit of 6
- PSYC 9000: Dissertation Research – Course Max Credit of 12

**Note*. The LSU School Psychology Ph.D. Program requires that greater than 50% of the practicum course credits earned by students be completed under course sections for clinical experiences in school psychology, specifically (i.e., PSYC 7668/7669).

## *III. School Psychology Applied Training Requirements*

Practicum experiences are vital in helping students acquire evidence-based knowledge and competence in psychological assessment, measurement, intervention, consultation, professional attitudes and behaviors, communication and interpersonal skills, ethical and legal conduct of psychological services, and issues related to cultural and individual diversity. Students are required to be enrolled in practicum each semester (Fall and Spring) they are enrolled in the program. Practica experiences will be obtained across diverse settings (e.g., schools, homes, clinics, and hospitals), 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 and associated 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 in order to be fully prepared and competitive for internship programs. Students who would like to consider internship sites that are not school-based or do not allow at least 600 hours of school-based practice must provide evidence that they have completed at least 600 hours

of school-based practice either (a) as part of an advanced practicum in the program (i.e., practica following the first year of supervised field experiences), or (b) through an equivalent prior experience (e.g., a supervised specialist-level school psychology internship). Students must fulfill this requirement at sites that meet the NASP definition of school settings. These sites must provide practicum experiences consistent with LSU school psychology program goals and objectives and that address knowledge and skills outlined by the NASP domains of school psychology practice. The advanced hours must be approved by the major professor before beginning the experience (see Appendix A). The training, supervision, and experience must be congruent with the program practicum guidelines (see Appendix B).

Note that graduate students are only permitted to participate in clinical activities as part of a formal training experience as sanctioned by the School Psychology Program. Moreover, only clinical hours that occur in the context of program-approved practicum sites will count towards the doctoral training experiences that are documented within the internship application process (APPIC).

**Proposing New Practicum Sites:** Occasionally students desire a clinical training experience outside the current program practicum sites. We encourage students to participate in innovative training relevant to their training goals. However, to ensure consistency in training and that students will obtain a structured clinical experience, the Director of Clinical Training/Program Director must carefully review new training opportunities before such assignments can be offered. If a student has identified such a clinical experience, they should discuss the site with their major professor. Before approval, the major professor must contact the proposed site and meet with the site supervisor. This meeting will determine if the training, supervision, and experience are congruent with the program practicum guidelines and the program goals and objectives. Suppose the major professor approves the clinical experience. In that case, the major professor must email the Director of Clinical Training/Program Director, attaching a completed and signed LSU School Psychology Practicum Guidelines form or formal Memorandum of Affiliation/Contract. The Director of Clinical Training/Program Director will follow up with the major professor and student and decide on the appropriateness of the training experience as a potential practicum site.

**Telehealth/Telepsychology Services:** Telehealth/telepsychology (defined below) may occur at some practicum sites. Telehealth is permitted if (1) it is consistent with program training standards (e.g., supervision requirement, approval of practicum sites) and (2) follows guidelines from Louisiana State Board of Examiners in Psychology and the American Psychological Association, including the provision of appropriate informed consent for services.

LSBEP definition of telepsychology: "The practice of psychology which includes assessment, diagnosis, intervention, consultation or information by psychologist using interactive telecommunication technology that enables a psychologist and a client, at

two different locations separated by distance to interact via two-way video and audio transmissions simultaneously. " The LSBEP guidelines are in place "to facilitate the process for licensed psychologists to provide telepsychology services to residents of Louisiana." Services are provided within the state of LA (i.e., services are conducted in LA by student clinicians and limited to clients or patients also physically located in LA). Students should also be aware of APPIC guidelines for counting telehealth hours as part of practicum hours. Hours using two-way, interactive videoconferencing as part of diagnostic and therapeutic services do count as practicum hours but other activities (e.g., phone sessions) do not. This is an evolving area of practice and guidelines may change over time. Please note that telesupervision is not utilized by our program or our program practicum sites.

**Internship:** 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. An internship must be completed by each student prior to his, her, or their graduation from LSU. Students are required to spend at least one academic year (three semesters) 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 major professor and Program Director for students who have completed at least 600 hours of appropriate supervised experience prior to the internship. Students who would like to consider internship sites that are not school-based or do not allow at least 600 hours of school-based practice must provide evidence that they have completed at least 600 hours of school-based practice either (a) as part of an advanced practicum in the program (i.e., practica following the first year of supervised field experiences), or (b) through an equivalent prior experience (e.g., a supervised specialist-level school psychology internship).

Students complete the doctoral internship when all other program requirements have been completed with the possible exception of the Dissertation defense. Students must have passed their Dissertation Proposal/Prospectus no later than October 1 the academic year they apply for internship. Students must also have completed all minimum levels of achievement (MLAs) prior to applying for internship (or be on track to meet them before departing for internship). **It is the general expectation that all graduates of the LSU School Psychology Ph.D. Program will pursue and obtain an APA-accredited internship.** APA-accredited internships typically include 2000 hours of work over a calendar year. Students should be aware that obtaining an APA-accredited internship will normally require moving and working away from Louisiana for a year. CPA-accredited internships are also deemed acceptable by the program. 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/CPA-accredited.

**Internship Registration Rules**

1. APA-accredited internships are generally 12 months long. Students must enroll in at least 1 credit hour of PSYC 7969 (Internship in School Psychology) for every semester they are on internship. For example, if an internship runs July 1 to June 30, the student must enroll in one credit hour of PSYC 7969 for the Summer, Fall, Spring, and Summer semesters.
2. Students must enroll in at least 3 credit hours per Fall and Spring semesters while on internship. This can be achieved via PSYC 7969 along with dissertation or research hours. For example, a student can enroll in 1 hour of 7969 and 2 hours of 9000 for 3 credit hours for the Fall and/or Spring semester.
3. The Graduate School will waive tuition (up to eight credit hours in the regular semester and five in the Summer) while the student is on internship. If a student is receiving student loans or on a student visa, it is the student's responsibility to find out what the financial institution's or visa requirements are for registration, which may require full-time registration.

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.

**Internship General Information**

1. Inform the Program Director that you plan to apply for an 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 an 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. Suppose your internship is not completed by July 31st. In that case, you are not eligible to graduate until the Fall semester** (students may apply for an exception to the 7/31 deadline if their internship officially ends before graduation and the internship site Training Director is able to provide the Program Director with a letter stating that the student will successfully complete the internship before the date grades are due for degree-seeking candidates).

## *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. In addition to students' thesis and dissertation requirements, students are expected to be active and contributing members of their major professor's lab.

**Paperwork:** Students should meet with the Graduate Coordinator to obtain the necessary paperwork for their proposal. Through the Graduate Coordinator, students must complete the application process with the Graduate School for their defense meeting at least 3 weeks before the meeting. Therefore, it is recommended to start this process 5-6 weeks in advance. Students can do this by filling out the Graduate Milestones Survey on the Graduate Student Resources page of the department's website. This survey will be sent to the Graduate Coordinator, who will provide all the required forms for the meeting and obtain committee approval from the Graduate School. **Other deadlines may apply if the student plans on graduating the semester they defend (see LSU Graduate School Calendar).** If students 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. <u>At least one member must be a full member of the Graduate Faculty (i.e., Associate or Full Professor)</u>.

**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 <u>propose</u> their thesis by the 10th class day of their 4th semester, and they must <u>successfully pass</u> 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 5th 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 C for a more detailed breakdown of the steps in completing the thesis.

Students seeking a waiver of the thesis 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, the oral defense committee, and their area head/program director. The oral defense committee, including the major professor, should complete an online RSES form to document their assessment of compliance with aims and competencies. If the thesis waiver approval is granted, the student will complete the department's Thesis Waiver form and submit it to the program director, with a copy of the thesis document.

**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 the school psychology 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 D for more information regarding the dissertation.

**Thesis & Dissertation Possible Outcomes:** Only one dissenting vote is allowed for a student to successfully pass the defense of their thesis or dissertation 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. Students must follow LSU Graduate School timelines and instructions for thesis and dissertation preparation and submission processes. See the Graduate School website for further details.

## *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 leading into 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. Since paperwork must be fully submitted at least 3 weeks in advance, students are advised to start the process 5-6 weeks before their desired examination defense date. 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 defense exam is also administered following completion of the written exams. See Appendix E for a checklist relevant to the General Examination. Up to date objectives for the General Examination are provided by the Program Director annually.

*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 fail one or more portions of their General Exam, those portion(s) of the exam are re-administered the following semester as a Retake. Students who do not satisfy the requirements of the General Exam are assigned a grade of F and 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". 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 Master's 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.

## *VIII. Ethically and Legally Informed Professional Practice*

All students and faculty are expected to strictly adhere to the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (2010/2017). School psychologists use science-based practice to better the lives of the youth, caregivers, schools, and communities they serve. The practice of school

psychology is governed by various legal parameters, including federal and state statutes, regulations, and common/case law.

The program aspires to train graduates with the necessary competencies for:

1. Understanding and applying ethical principles and guidelines that inform the regular conduct of scientific research and practice of school psychology.
2. Identifying and effectively resolving ethical dilemmas encountered in the regular conduct of scientific research and practice of school psychology.
3. Transmitting and regulating ethically informed research and practice by training, collaborating with, and supervising other school psychologists and related professionals.
4. Understanding and acting in compliance with the laws that govern the practice of school psychology.
5. Identifying and effectively resolving conflicts among legal, ethical, and scientific concerns related to the practice of school psychology.
6. Transmitting and regulating legally compliant practice by training, collaborating with, and supervising other service providers, including health service psychologists, educational professionals, and paraprofessionals.

## *IX. 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 (typically 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 APA-accredited 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.

# Evaluation of Student Progress

The LSU School Psychology Program emphasizes scientific problem-solving in research and practice. It aims to prepare health service psychologists in the practice area of school psychology who use scientific problem-solving and have expertise broadly in behavioral theory and ecological systems. The program aims to graduate scientist-practitioners who will (a) be effective clinicians who exhibit scientifically guided practice, (b) be proficient researchers, and (c) be leaders or change agents in the field and organizations/systems. All students must demonstrate mastery of the program's training aims before graduation, including meeting minimum levels of achievement in all discipline specific knowledge areas and profession-wide competencies as outlined by APA (see Tables 1 and 2 below).

Students will be introduced to training aims and provided training and assessments in a graded, sequential, and cumulative experience. They will receive informal feedback concerning their training progress regularly, summative feedback annually via a Student Annual Evaluation, and detailed formal assessment for program milestone activities via evaluation rubrics. Also, in Years 2 through 4, students must submit clinical products to be evaluated for their assessment portfolios, including in Year 2, one integrated evaluation report and one treatment summary, and in Years 3 and 4, two integrated evaluation reports and two treatment summaries, respectively. Direct observations are used to evaluate practicum performance each semester. Most program requirements must be completed before the internship, and an additional assessment will be completed as part of the internship experience.

| **Table 1: Discipline Specific Knowledge** | |
|---|---|
| **Knowledge Area:** | ***History and Systems of Psychology*** |
| **Minimum levels of achievement (MLAs)** | History of Modern Psychology (PSYC 4008)<br>• Grade of ≥B- |
| | |
| **Knowledge Area:** | ***Affective Aspects of Behavior*** |
| **Minimum levels of achievement (MLAs)** | Neurocognitive Basis of Behavior (7030)<br>• Grade of ≥B-, requiring 80% on affective exam set |
| | |
| **Knowledge Area:** | ***Biological Aspects of Behavior*** |
| **Minimum levels of achievement (MLAs)** | Neurocognitive Basis of Behavior (7030)<br>• Grade of ≥B-, requiring 80% on biological exam set |
| | |
| **Knowledge Area:** | ***Cognitive Aspects of Behavior*** |
| **Minimum levels of achievement (MLAs)** | Neurocognitive Basis of Behavior (7030)<br>• Grade of ≥B-, requiring 80% on cognitive exam set |
| | |

| | |
|---|---|
| **Knowledge Area:** | ***Developmental Aspects of Behavior*** |
| **Minimum levels of achievement (MLAs)** | Behavioral Perspectives on Lifespan Development (7949)<br>• Grade of ≥B- |
| | |
| **Knowledge Area:** | ***Social Aspects of Behavior*** |
| **Minimum levels of achievement (MLAs)** | Sociocultural Bases of Behavior (7040)<br>• Grade of ≥B-, requiring 75% or better on social psychology section of the cumulative final exam and on the midterm assignment |
| | |
| **Knowledge Area:** | ***Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas*** |
| **Minimum levels of achievement (MLAs)** | Neurocognitive Basis of Behavior (7030)<br>Developmental Disorders and Psychopathology of Children (PSYC 7171)<br>• Grades of ≥B- |
| | |
| **Knowledge Area:** | ***Research Methods*** |
| **Minimum levels of achievement (MLAs)** | Methodology and Research (7117)<br>Research Methodology and Applications in Behavior Analysis (7948)<br>• Grades of ≥B-<br>Master's Thesis (8000)<br>• Must "pass" prospectus and defense of thesis |
| | |
| **Knowledge Area:** | ***Statistical Analysis*** |
| **Minimum levels of achievement (MLAs)** | Intermediate Statistics (4111)<br>Advanced Statistics (7111)<br>• Grades of ≥B-<br>Master's Thesis (8000)<br>• Must "pass" prospectus and defense of thesis |
| | |
| **Knowledge Area:** | ***Psychometrics*** |
| **Minimum levels of achievement (MLAs)** | Psychological Assessment I (7125)<br>Psychoeducational Assessment (7165)<br>• Grades of ≥B-<br>Master's Thesis (8000)<br>• Must "pass" prospectus and defense of thesis |
| | |

| Table 2: Profession-Wide Competencies | |
|---|---|
| **Competency:** | ***(i) Research*** |
| **Minimum levels of achievement (MLAs)** | • Grades of a B- or better in PSYC 4111, PSYC 7111, PSYC 7117, and PSYC 7948.<br>• Must "pass" dissertation prospectus and defense meetings.<br>• All 5 domains on the Research Skills Evaluation Scale (RSES) rated as "proficient" or "excellent" on average by the dissertation defense committee.<br>• The domain rating for Methodology on the Doctoral Examination Evaluation Scale (DEES) must be rated as "proficient" or "excellent" on average by the general examination defense committee. |
| | |
| **Competency:** | ***(ii) Ethical and legal standards*** |
| **Minimum levels of achievement (MLAs)** | • Grade of a B- or better in PSYC 7999.<br>• Grades of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including legal and ethical standards.<br>• The "overall" or domain of Law & Ethics on the Doctoral Examination Evaluation Scale (DEES) must be rated as "proficient" or "excellent" on average by the general examination committee.<br>• By internship (3-4th year), students must be rated as "proficient" or "excellent" by their major advisor on their Student Annual Evaluation in the domain of "Ethical Practice" which includes 5 dimensions/ elements. |
| | |
| **Competency:** | ***(iii) Individual and cultural diversity*** |
| **Minimum levels of achievement (MLAs)** | • Grade of B- or better in PSYC 7040, requiring 75% or better performance on multicultural psychology section of the cumulative final exam and the midterm assignment.<br>• Grades of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including individual and cultural differences.<br>• Students must earn an average score of "proficient" or higher on each domain of the Cultural Competency Evaluation Rubric: awareness, knowledge, practice. This rubric must be completed by faculty before a student applies for an internship. |
| | |

| **Competency:** | ***(iv) Professional attitudes, values, and behaviors*** |
|---|---|
| **Minimum levels of achievement (MLAs)** | • Grade of B- or better in PSYC 7999.<br>• Grades of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including professional attitudes, values, and behaviors.<br>• By internship (3-4th year), students must be rated as proficient or excellent by the major advisor on their Student Annual Evaluation in the domain of "Professional Values, Attitudes, and Behaviors" which includes 4 dimensions/elements. |
| | |
| **Competency:** | ***(v) Communications and interpersonal skills*** |
| **Minimum levels of achievement (MLAs)** | • Grade of B- or better in PSYC 7660.<br>• Grade of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including communication and interpersonal skills.<br>• Must "pass" thesis prospectus and defense meetings.<br>• Must "pass" dissertation prospectus and defense meetings.<br>• The Communicating and Presenting the Study domain on the Research Skills Evaluation Scale (RSES) must be rated as "proficient" or "excellent" on average by dissertation defense committee.<br>• By internship (3-4th year), students must be rated as "proficient" or "excellent" by their major advisor on their Student Annual Evaluation in the domain of "Interpersonal Influence and Communication Skills" which includes 5 dimensions/elements. |
| | |
| **Competency:** | ***(vi) Assessment*** |
| **Minimum levels of achievement (MLAs)** | • Grades of B- or better in PSYC 7125, PSYC 7165, and PSYC 7171.<br>• Grade of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including assessment skills.<br>• Students must be rated as "proficient" or "excellent" on each element of the Diagnostic Evaluation Rubric (DER) for 2 integrated evaluation reports submitted the year of or before the application to the internship.<br>• The domain rating for Assessment on the Doctoral Examination Evaluation Scale (DEES) must be rated as |

| | |
|---|---|
| | "proficient" or "excellent" on average by the general examination committee.<br>• By internship (3-4th year), students must be rated as "on track" or a "strength" by their major advisor on their Student Annual Evaluation under the general clinical skills domain for both case management and psychological assessment items. |
| | |
| **Competency:** | ***(vii) Intervention*** |
| **Minimum levels of achievement (MLAs)** | • Grades of B- or better in PSYC 7972, PSYC 7973, and PSYC 7946.<br>• Grade of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including intervention skills.<br>• Students must be rated as "proficient" or "excellent" on each element of the Treatment Outcome Evaluation Rubric (TOER) for 2 treatment cases/summaries submitted the year of or before the application to the internship.<br>• The domain scores for the Intervention and Applied Behavior Analysis sections on the Doctoral Examination Evaluation Scale (DEES) must be rated as "proficient" or "excellent" on average by the general examination committee.<br>• By internship (3-4th year), students must be rated as "on track" or a "strength" by their major advisor on their Student Annual Evaluation under the general clinical skills domain for both case management and intervention items. |
| | |
| **Competency:** | ***(viii) Supervision*** |
| **Minimum levels of achievement (MLAs)** | • Grade of B- or better in PSYC 7660.<br>• Grade of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including supervision skills.<br>• The domain rating for Consultation on the Doctoral Examination Evaluation Scale (DEES) must be rated as "proficient" or "excellent" on average by the general examination committee.<br>• By internship (3-4th year), students must be rated as "proficient" or "excellent" by their major advisor on their Student Annual Evaluation for the Leadership & Management and Teaching & Mentoring domains, including a total of 6 dimensions/elements. |
| | |

| **Competency:** | ***(ix) Consultation and interprofessional/interdisciplinary skills*** |
|---|---|
| **Minimum levels of achievement (MLAs)** | • Grade of B- or better in PSYC 7660.<br>• Grade of "Pass/Satisfactory" completion in PSYC 7668 and PSYC 7669, requiring average evaluation of "OT: On track" or better for all PWCs, including consultation and interpersonal/interdisciplinary skills.<br>• The domain rating for Consultation on the Doctoral Examination Evaluation Scale (DEES) must be rated as "proficient" or "excellent" on average by the general examination committee.<br>• Students must be rated as "proficient" or "excellent" on each element of the Consultation and Interdisciplinary Skills domain of the Treatment Outcome Evaluation Rubric (TOER) for 2 treatment cases/summaries submitted the year of or before the application to the internship. |

## 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. Finally, per LSU Graduate School policy, a student whose semester and/or cumulative average is $\leq 2.75$ may be dropped from the Graduate School and program without having a probationary period.

Items to remain in good standing:

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 4$^{th}$ year in the program (or prior to degree completion, whichever comes first).
3. Successfully propose thesis, preferably in the 3$^{rd}$ semester and no later than the 10$^{th}$ class day of the 4$^{th}$ semester.
4. Successfully defend thesis no later than the day prior to commencement of the 5$^{th}$ 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 major advisor (for academic/research matters, etc.) or the Graduate Coordinator (forms, deadlines, etc.).

Please be aware of the following:

1) **The Program and Department are responsible for keeping information and records related to student training and complaints/grievances filed**. It is critical when requests are made for documents or information for student records that this information get submitted accurately and in a timely manner. Records must be maintained in accordance with federal, state, and institution policies regarding record keeping and privacy. The Department of Psychology retains the privacy and confidentiality of student records consistent with FERPA. The Department also follows state and university policies concerning record management (see https://www.lib.lsu.edu/special/archives/university-records). As a general rule of thumb, our department and program keep student information and records for at least ten years after a student no longer attends the institution.

2) **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.

3) 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.

4) 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.

5) **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 reimbursed 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.

6) 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.

7) 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.

8) 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.

9) 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.

10) 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.

## *I. 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.

## *II. Financial Aid and Support Programs*

Most students in the program receive financial support from several sources including federal loans, graduate assistantships, contracts, fellowships, 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 though 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, Xray, 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, notetaking 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 a 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 on 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.

## 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: Advanced School-Based Practicum

## LSU School Psychology 600-Hour Advanced School-Based Practicum Completion Form

LSU school psychology students are required to obtain at least 600 hours of supervised school-based practice, which may be achieved through either their practicum or APA-accredited internship. Students who would like to consider internship sites that are not school-based or do not allow at least 600 hours of school-based practice must provide evidence that they have completed at least 600 hours of school-based practice either (a) as part of an advanced practicum in the program (i.e., practica following the first year of supervised field experiences), or (b) through an equivalent prior experience (e.g., a supervised specialist-level school psychology internship). Students must fulfill this requirement at sites that meet the NASP definition of school settings. These sites must provide practicum experiences consistent with LSU school psychology program goals and objectives and that address knowledge and skills outlined by the NASP domains of school psychology practice. The advanced hours must be approved by the major advisor before beginning the experience and this form must be completed once each of the below terms are met. At a minimum, the 600 hours of on-site advanced school-based practice must:

- Follow a simple practicum experience, which typically takes place in the first year of training.
- Be completed in one academic year on a full-time practicum basis or in two academic years on a half-time practicum basis.
- Meet the LSU School Psychology Practicum Guidelines and be in school settings with direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision.
- The advanced practicum experiences must include diverse activities that address the breadth and scope of the NASP Practice Model. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level.
- At least weekly, face-to-face field-based supervision with mentoring focused on the student's attainment of competencies.

Site Name(s):

Site/Field Supervisor(s):

Student Name: Advisor:

Student Signature: Advisor Signature:

# Appendix B: LSU School Psychology Practicum Guidelines

Supervised field experiences are a critical part of graduate training in school psychology. Field experiences should contribute to the preparation of students who demonstrate the professional competencies needed to effectively deliver psychological services to children and youth, families, and schools. The LSU School Psychology Program requires that all students complete supervised and sequenced practica experiences leading up to their internship. These practicum experiences must be consistent with program goals and objectives, as evaluated by the Major Advisor and Program Director/DCT, and address knowledge and skills outlined by the NASP domains of school psychology practice and the APA profession-wide competencies.

The timing, location, and credit hours for each semester's practica is determined individually for each student upon consultation with the Major Advisor and core school faculty. For every credit hour that a student is registered for practicum, it is expected that the student will complete a *minimum* of three hours of direct (or on-site) service delivery. Students typically register for three credit hours of practica per semester (including summers). Notably, the amount of direct and indirect service delivery completed as part of a student's practicum will vary based on the stage of training of the student, the professional activities being conducted, and client and site-specific needs. However, on average, the number of direct and indirect service delivery hours should not exceed 20 hours per week when a student is registered for the standard three-credit-hour practicum course.

Although settings for practicum are diverse, supervised field experiences include the following:

1. Sites committed to training and who serve children, youth, families, and/or schools.
2. Sites that provide opportunities for gaining experience relevant to the APA profession wide competencies and discipline specific knowledge (see https://www.apa.org/ed/accreditation/section-d-soa.pdf) and/or NASP domains of school psychology practice (see https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice).
    a. In general, supervised field experiences should include service-related activities such as treatment, assessment, consultation, professional trainings, observations, interviews, report writing, treatment planning, case management, and case presentations/discussions for at least 50 percent of the training experience.
    b. Graduate students should try to devote at least 25 percent of the training experience to face-to-face client contact.

3. An appropriately licensed or credentialed supervisor competent to supervise the practices in which graduate students will be engaged. This supervision may be provided in collaboration with licensed/credentialed LSU psychology faculty.
4. Training appropriate for graduate student level of training.
5. Weekly supervisory meetings. Generally, for every 20 hours of work, the graduate student should receive at least two hours of supervision that addresses the direct psychological services provided by the graduate student. This supervision may be provided in collaboration with licensed/credentialed LSU psychology faculty.
6. Direct observation of the delivery of psychological services at least once per evaluation period. This observation may be completed in collaboration with licensed/credentialed LSU psychology faculty.

**LSU Faculty Contact: _____**

**Site Name: _____**

**Site Contact (print): _____**

**Site Contact (signature): _____**

# Appendix C: 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 regard to forming your committee and report the names of the committee to the Graduate Coordinator via the Graduate Student Milestones Scheduling survey 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.

   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.

6) 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.
    - In order to schedule your defense meeting, The Graduate Coordinator must submit an application to the Graduate School on your behalf at least 3 weeks before the defense. To ensure you meet this deadline, it's recommended that you start the process 5-6 weeks in advance via the Graduate Student Milestones Scheduling survey. Once your defense meeting is approved, the Graduate School will send the necessary signature pages to the Graduate Coordinator for your meeting.
    - Two weeks prior to your defense, give your committee members a 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 D: 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. Therefore, you should start this process 5-6 weeks in advance via the Graduate Student Milestones Scheduling survey. 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 4$^{th}$ 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 at least 2 hours and no earlier than two weeks following the last date of the written portion of the examination. In general, you may not schedule meetings over the summer.

- 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 readministered the following semester. An unsuccessful second attempt of the General Exam will result in immediate dismissal from the program.

# Appendix E: 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 via the Graduate Student Milestones Scheduling survey 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 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 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. Therefore, students are advised to start this process 5-6 weeks in advance via the Graduate Student Milestones Scheduling survey.
   - 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.