



SCHOOL PSYCHOLOGY DOCTORAL PROGRAM

GRADUATE STUDENT HANDBOOK
Academic Year 2022-2023

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC

Table of Contents

<u>GENERAL INFORMATION</u>	6
Department and Program Information	6
Policies and Procedures	6
<u>HISTORY AND GENERAL DESCRIPTION OF THE SCHOOL PSYCHOLOGY TRAINING PROGRAM</u>	7
The Mission of the School Psychology Program	7
<u>DEPARTMENT OF PSYCHOLOGY FACULTY & STAFF</u>	9
School Psychology Faculty	9
Adjunct & Emeritus Faculty	9
Other Important Departmental Personnel	10
<u>TRAINING RESOURCES</u>	12
<u>SCHOOL PSYCHOLOGY PROGRAM</u>	13
<u>TRAINING IN SCHOOL PSYCHOLOGY</u>	14
Goals and Philosophy	14
<u>PH.D. CURRICULUM</u>	18
School Psychology Core Courses	19
General Psychology Courses	19
Psychology Electives	20
Clinical Practicum Electives	20
Additional Comments about Requirements	21
Schedule and Sequence of Courses	22
Sample Ph.D. Curriculum in School Psychology	23
<u>APPLIED COURSE WORK</u>	24
General Professional Development	24
Assessment Sequence	24
Intervention Sequence	25
<u>SCHOOL PSYCHOLOGY PRACTICUM</u>	26
Overview	26
Second Year	27
Third Year	27

<u>MENTORING AND EVALUATION OF STUDENTS</u>	28
Assistantship Evaluation.....	29
<u>PROGRAMS OF STUDY</u>	30
<u>MASTER’S DEGREE AND RELATED RESEARCH REQUIREMENTS</u>	31
The Master’s Degree.....	31
Course Requirements.....	31
The Master’s Thesis.....	31
Evaluation of the Thesis.....	33
Research Project.....	33
Waiver of the Research Project.....	34
Master’s Oral Comprehensive Examination.....	34
<u>WRITTEN COMPREHENSIVE EXAM</u>	35
<u>DOCTORAL ORAL COMPREHENSIVE EXAMINATION</u>	38
Purpose.....	38
Committee.....	39
Time Frame.....	39
General Content and Format.....	39
Evaluation.....	39
<u>PSYCHOLOGY DEPARTMENT GUIDELINES FOR THE DISSERTATION</u>	40
Developing a Committee.....	41
Preparing a Prospectus.....	43
The Prospectus Meeting.....	44
Data Collection.....	44
Preparation of the Document.....	45
Oral Dissertation Defense.....	45
Publication.....	46
<u>SCHOOL PSYCHOLOGY INTERNSHIPS</u>	47
Applying for Internships.....	48
Prerequisites for Beginning the Internship.....	49
Course Enrollment.....	49
Council of Directors of School Psychology Doctoral Level.....	50
<u>ADDITIONAL RESOURCES AND OPPORTUNITIES</u>	52
Graduate Student Computer Lab.....	52
Office Space.....	52
Psychological Service Center.....	52
Psychological Services Test Center Library.....	52

Thomas Cooper Library	52
Colloquium Series.....	53
USC Websites	53
Professional Involvement.....	53
Financial Support	54
Teaching Undergraduate Courses as Instructor-of-Record.....	54
<u>ADDITIONAL POLICIES</u>	55
University Grading Policies	55
Plagiarism	55
Grievance Procedures	56
USC system Policy on Sexual Harassment.....	56
Residence	56
Liability.....	57
Policy for Student Requests to Engage in Additional Professional Or Academic Activities for Compensation	57
Teaching.....	58
Change of Program Area	58
Leave of Absence.....	58
Family Leave Policy	58
Continuous Enrollment	59
Revalidation of Course Work	59
Program Policy on Grades Less than B	59
Student Remediation Process: Performance Improvement Plans	60
Dismissal from the Program	60
<u>STUDENT ASSOCIATIONS</u>	61
Psychology Student Advisory Board (PSAB)	61
Psi Chi.....	61
University Graduate Student Organization	61
Student Diversity & Inclusion Committee.....	61
Student Representation at Faculty Meetings.....	62
Student Affiliation in Professional Organizations	62
<u>APPENDICES</u>	63
A. Course Waiver Form	64
B. Individual Course Waiver Form.....	65
C. Student Accomplishment Report.....	66
Course List, Practicum & Research Experience Publications/Presentations, Record of Assistantships, & Employment	
D. School Psychology Assistantship Student Evaluation.....	73
E. G-CON Form.....	75
F. Master’s Degree or Certificate Program of Study.....	76
G. Thesis Overview.....	77
H. Master’s Degree Committee Approval Form	80
I. Master’s Oral Comp Exam & Thesis Defense Announcement.....	81

J. Master’s Oral Comp Exam & Thesis Defense Results.....	82
K. Doctoral Degree Program of Study	83
L. Dissertation Overview	84
M. Qualifying Exam	89
N. General Comprehensive Paper Title Form.....	90
O. General Comprehensive Paper Outline Approval Form.....	91
P. Results of General Comprehensive Paper	92
Q. Ph.D. Oral Comprehensive Exam Announcement	93
R. Results of Ph.D. Oral Comprehensive Exam	94
S. Doctoral Committee Appointment Request Form.....	95
T. Dissertation Start-Up Topic and Committee Approval Form	96
U. Prospectus Meeting Announcement	97
V. Dissertation Prospectus Action Form.....	99
W. Dissertation Defense Announcement	99
X. Minimum Level of Achievement (MLA) for Graduation	100
Y. Student Progress and Review Performance Rubrics	103
Z. Other Scoring Rubrics	108
AA. Sample Clinical Log.....	117
BB. Student Exit Interview	119
CC. Annual Progress/Evaluation Summaries	124

GENERAL INFORMATION

The Department of Psychology welcomes you to graduate study at the University of South Carolina. We are pleased that you decided to come here to complete your graduate work. While all of us will assist you to the greatest possible extent, **you, of course, must assume primary responsibility for the smooth functioning of your graduate education.** Among the major resources available to you are the faculty, fellow graduate students, libraries, courses and seminars, related training settings (i.e., schools, hospitals, clinics, and institutes), and professional organizations. If you use these resources well, and work diligently, your graduate education will be excellent.

This School Psychology Program Student Handbook provides you with a comprehensive summary of the rules, regulations, and guidelines for your graduate training at the University of South Carolina. The handbook is updated annually; it is specific to the incoming year of students. Generally, the policies herein should be applicable throughout your graduate training. However, policies are subject to change on occasion to provide students with the most up-to-date and “best practices” instructional experiences. You will be informed promptly of any changes policies, rules, or regulations.

Department and Program Information

The Department of Psychology offers four major graduate concentrations: Clinical-Community Psychology, Cognitive and Neural Sciences, Quantitative Psychology, and School Psychology.

Upon admission to the School Psychology program, you will be assigned an academic/research mentor, who will be an important resource for you, especially in the early part of your graduate work. Your mentor is responsible for guiding your course selection and, along with the Graduate Student Services Coordinator and Program Director, assisting you with the paperwork necessary for the orderly administration of your graduate studies. Strive to get to know your mentor and other School Psychology faculty as soon as possible. It is expected you will take the initiative in seeking out your Major Professor when necessary.

School Psychology Faculty meet monthly, at a minimum, to monitor student progress and engage in short- and long-range planning for the School Psychology Program. This committee also concerns itself with the relationship to larger Department and university issues. Student representatives, elected by the students enrolled in School Psychology, meet with this Program committee. Students are encouraged to contact their student representatives to ensure that have an ability to contribute to program developments.

Policies and Procedures

As with any organization, there are policies and procedures that facilitate smooth operation. School Psychology program policies are generally adopted by school program faculty consensus. In addition to this handbook, you should become well acquainted with all relevant policies and regulations contained in the official **USC Graduate Bulletin**, which can be found at: <https://academicbulletins.sc.edu/graduate/>. Much like the School Psychology Student Handbook, the Graduate Student Bulletin is updated annually. Ensure you consult the correct bulletin for information relevant to your academic year.

For the location of faculty offices, consult the faculty directory on the department website, the Directory on the second floor of Barnwell, and/or check with the administrative assistant as to offices located in other buildings. The Main Office is in Room 224 Barnwell. Mailboxes for the graduate students are located in the Mail Room on the second floor of Barnwell, next to the Walsh conference room. Each student has an electronic mail (e-mail) account. Student e-mail addresses will be assigned shortly after your arrival. **Students are advised to check their department mailboxes regularly and electronic mail daily.** There is a Department bulletin board located on the 2nd floor near the Department Office and another in the Director's suite of offices that contains information related to School Psychology. Electronic files are managed by the Graduate Student Coordinator. As you proceed with your studies here, your record file should reflect all decisions regarding your program. *Whenever any important decision is made, make certain that the decision is recorded in writing and that the written record gets into your file.* **This especially applies to substitution of required courses and any other exemptions from general or specific requirements.** The maintenance of this file is the responsibility of the graduate student with the cooperation of the student's advisor.

During and after your graduate study it is important that we maintain an accurate address, telephone number, and email address for you. These should be given to both the Program Director and the Graduate Student Services Coordinator. You should also keep your contact information updated in Self Service Carolina (my.sc.edu) so that you receive all university correspondence in a timely manner and in case you need to be contacted in an emergency.

HISTORY AND GENERAL DESCRIPTION OF THE SCHOOL

PSYCHOLOGY TRAINING PROGRAM

The Mission of the School Psychology Program

The University of South Carolina's School Psychology Ph.D. Program prepares students for the practice of Health Service Psychology (HSP). The goal HSP is to facilitate human functioning and development through the integration of psychological science and practice (Standards of Accreditation for Health Service Psychology [SAHSP], 2015). As a program accredited by the American Psychological Association, all USC's School Psychology trainees receive training, supervision, and evaluation in competencies consistent with the profession of HSP and the discipline of School Psychology. Competencies represent the knowledge, skills, and attitudes that are shared across disciplines within HSP. Training and student expectations follow a developmental process wherein students incrementally demonstrate competencies of increasing complexity with level-appropriate independence and supervision. Within USC's School Psychology Program, students are trained in APA's tripartite model of evidence-based practice, which includes the integration of 1) the best available scientific evidence; 2) clinical expertise; and 3) the preferences of characteristics of individuals or organizations being served. Our program is built on the foundation of the scientist-practitioner model, emphasizing practice that is informed by science and science that is informed by practice.

Students are trained for careers in academic settings and effective research in practice along the continuum of prevention, assessment, early intervention and intervention for youth and their families, in schools and other community settings. Notable program and training themes are: 1) interdisciplinary research and theoretical perspectives (e.g., collaboration with school, clinical/community psychology; general and special education; social work; public health; medicine); 2) close faculty-student mentoring; and 3) commitment to life-long learning.

The School Psychology Program was established in 1964 under the first Director, Dr. Ralph Tindall, a clinical psychologist and Director of Psychological Services in Milwaukee, WI. Dr. Tindall had served as president of the Division of School Psychology of the American Psychological Association. The program was located in the Department of Psychology not only for administrative purposes, but to acknowledge our strong belief that School Psychology rests on a strong grounding in basic Psychology. We maintain strong cooperative efforts with the USC's College of Education and are part of the College's Professional Educator Program for accreditation of school personnel. Following Dr. Tindall, the program has been directed by Ann Engin, Kathleen Paget, Frederic J. Medway, Richard J. Nagle, E. Scott Huebner, Jane Roberts, Mark Weist, Scott Decker, Samuel McQuillin (current program Co-Director) and Sayward Harrison (current program Co-Director).

Although the South Carolina State Department of Education certifies school psychologists at master's, specialist, and doctoral levels, the USC Program offers only the doctoral (Ph.D.) degree. The expected length of the program for someone entering with a B.A. degree is four years plus a one-year internship. Students completing the training program will be eligible for certification in South Carolina. If the prospective student has prior knowledge of the state in which they desire to be employed, it is advisable to consult with the Program Director to obtain a copy of that state's current certification and licensure standards to best plan their program of study. Additional information may be available on websites maintained by individual state departments of education.

Doctoral graduates from this program currently are serving in school systems under a variety of titles, including Coordinator of Psychological Services, Director of Pupil Personnel, Assistant Superintendent in Charge of Special Services, Director of Research and Evaluation, Director of Testing, and Coordinator of School-Clinical Services. Other doctoral graduates are engaged in university training programs, medical settings, private practice, community mental health clinics, and state departments of mental health.

The program is directly administered by the Program Co-Director team (a three-year renewable appointment) who handle a variety of administrative functions, including organizing and leading meetings of program faculty; overseeing all committees (such as admissions and faculty search committees); allocating departmental funds for graduate student stipends; developing external contracts for assistantships; monitoring internship students; serving as liaison with the College of Education, State Department of Education and other agencies; developing communications and public relations internally and externally; and assisting with student problems and grievances.

DEPARTMENT OF PSYCHOLOGY FACULTY & STAFF

CORE FACULTY

Dr. Scott Decker
Associate Professor
Barnwell, Room 237B
sdecker@mailbox.sc.edu

Dr. Sarah Edmunds
Assistant Professor
Barnwell, 514,
sredmunds@sc.edu

Dr. Sayward Harrison
Assistant Professor
Barnwell, Room 533
803-777-8907
harri764@mailbox.sc.edu

Dr. Steven Harrod
Professor
Barnwell, 557
harrods@mailbox.ac.edu

Dr. Kimberly Hills
Clinical Professor
USC Psychology Services Center
1331 Elmwood Suite 140
803-777-7616
hillskj@email.sc.edu

Dr. Scott Huebner
Professor
Barnwell, Room 409
803-777-3591
huebner@sc.edu

Dr. Sam McQuillin
Associate Professor
Barnwell, Room 462
mcquills@mailbox.sc.edu

Dr. Carissa Orlando
Clinical Assistant Professor
1331 Elmwood Ave, Room 140I
803-777-7302
corlando@email.sc.edu

Dr. Mark Weist
Professor
Hamilton, Room 353
803-777-8438
weist@mailbox.sc.edu

EMERITUS PROFESSORS

Dr. Fred Medway
Distinguished Professor Emeritus
fmedway@mailbox.sc.edu

Dr. Rich Nagle
Distinguished Professor Emeritus
nagle@mailbox.sc.edu

OTHER IMPORTANT DEPARTMENTAL PERSONNEL

Caitlyn Brockington – Undergraduate Student Services Coordinator

Phone: (803) 777-7674 email: brockicl@email.sc.edu

Responsible for advisement, maintenance of undergraduate student files, course scheduling, undergrad late enrollment, independent study courses and all other undergraduate tasks as needed. Oversees work-study students and handles general administrative duties within the Undergraduate Student Office for the Psychology Department.

Miriam Callahan – Administrative Coordinator

Phone: (803) 777-8606 email: callahmi@mailbox.sc.edu

Coordinator for the Institute for Mind and Brain (IMB). For the Psychology Department, responsible for all travel including Travel Authorizations (TA) and Travel Reimbursement Vouchers (TRV). Assists with purchasing requests and processes room reservations.

Jessica Escorcía – Business and Office Manager

Phone: (803) 576-6798 email: escorcía@mailbox.sc.edu

Responsible for any accounting or financial records within the department, i.e. departmental budget, grant tracking, Magellan Awards, SPARC awards, provost incentive funds, Ed Foundation accounts course buyouts, summer salary and account initiation/close-outs. Serves as liaison between the Psychology Department and Grants and Funds Management, the Dean's Office and the SAM Office. Manages staff and overall integration of Psychology Department Administrative duties to ensure efficiency and regulatory compliance.

Robert Heller – IT Manager

Phone: (803) 777-1239 email: hellerre@mailbox.sc.edu

Responsible for any computer related issues such as software updates, purchasing of technical equipment, maintenance of security, maintenance of workstations & drives, etc. Also maintains the Psychology website.

Dontrice Manigo – Human Resources Representative

Phone: (803) 777-7798 email: dmanigo2@mailbox.sc.edu

Responsible for department level human resources duties including hiring of staff/students, processing any changes to hires, benefits coordination, tenure and promotion, W-2 distribution, and any other HR related tasks.

Connie Outen – Undergraduate Program Coordinator

Phone: (803) 777-2483 email: couten@mailbox.sc.edu

Responsible for semester scheduling, independent studies, grade changes, undergraduate student advising, curriculum content. Main contact for Registrar and undergraduate event planning within the department.

Dana Lindsey – Graduate Student Services Coordinator

Phone: (803) 777-2312 email: lindseydr@sc.edu

Responsible for assisting the Graduate Directors, assisting with graduate admissions, tracking graduates throughout their progress in their degree programs, assists two programs with maintaining their APA accreditations, hiring of graduate students as employees and serves as liaison between students and The Graduate School.

TRAINING RESOURCES

The University of South Carolina (USC) was established in 1801 and is a full-service, state-supported research university that includes the 358-acre Columbia main campus and seven regional campuses with a total student body population of >45,000. USC is ranked by the Carnegie Foundation as within the highest tier of US research institutions. Columbia is the state capital with a metropolitan population of >800,000. Nearly every state agency relevant to the training of school psychologists is located in the city (e.g., Departments of Education, Mental Health, Developmental Disabilities, Juvenile Justice, Governor's Office, etc.) and many are located within walking distance of the campus. The university and community provide numerous social and cultural benefits which enhance the overall quality of life. These include numerous theaters offering live productions, Southeastern Conference (SEC) sports, minor league baseball, one of the nation's top zoos and botanical gardens, many museums, Richland County library, Fort Jackson and its on-base school district (one of the U.S. Army's largest training facilities and a site used for research and assessment training of students), and affordable off-campus housing and services.

The Psychology Department is housed in the College of Arts and Sciences (CAS). Psychology has remained a popular major and the department is the only department on the campus to offer a full-service undergraduate assistance office. The university offers a computer facility which is available to all faculty and graduate students. The department maintains a computer lab for student use, with more than 20 terminals. These computers have software and network capabilities to aid in word processing, data analysis, research (e.g., PsycInfo, direct access to library holdings, etc.), Internet access, and email. Students use these facilities extensively for a broad range of academic and assistantship responsibilities. The program shares a "test center" with the Clinical-Community program, which houses approximately \$100,000 in assessment equipment and is located in the Psychology Services Center (PSC) off campus. The program spends between \$5,000 and \$10,000 a year to order new tests and update old ones. These tests are used for teaching, practica, and assistantship duties. The program also has video and audio recording equipment. The department operates the PSC, which provides opportunities for supervised experience in direct therapeutic intervention with children, adults, and families as well as assessment services available to the community. PSC activities are coordinated with practicum courses in child and family therapy and assessment. The School Psychology program also enjoys a collegial, working relationship with the USC School of Medicine, Department of Pediatrics, and the USC College of Education.

The program has had an excellent relationship with the school districts in the state since its inception. The first director, Dr. Ralph Tindall, had an appointment with the largest school district in Columbia (Richland One). The local schools provide a broad range of training options based on size, racial and ethnic composition, rural-urban composition, and socio-economic (SES) status. Within a 20-minute drive of the university are schools with majority minority student populations, Department of Defense schools, rural schools, and unique magnet schools (e.g., Montessori, language immersion). The majority of practicum activities are carried out in these local schools under the supervision of university faculty and field supervisors. Nearly all these supervisors are program graduates. These schools also provide research opportunities and assistantship sites. A variety of private schools and federal independent schools at Fort Jackson have been used for field training in the assessment courses.

The region has numerous practicum and assistantship sites in mental health and social service delivery

agencies available. These include child inpatient and outpatient programs, community mental health centers, juvenile justice facilities, residential programs for autistic children, shelters for homeless children, and community-based programs for children and adults with developmental disabilities. The following is a sample of sites used in recent years: (1) South Carolina Department of Juvenile Justice; (2) PRISMA Developmental Pediatrics Clinic; (3) Unumb Center; (4) William. S. Hall Psychiatric Institute; (5) Lexington-Richland Five School District; (6) Pinegrove School; (7) USC Athletics Department (8) PRISMA Hospital - Children's Immunology Clinic and Brain Tumor Clinic and Children's Oncology Unit; (9) Center for Developmental Disabilities of USC School of Medicine; and (10) Institute for Families in Society.

SCHOOL PSYCHOLOGY PROGRAM

The School Psychology Program at the University of South Carolina is accredited by the American Psychological Association (APA)'s Commission on Accreditation and approved by the National Association of School Psychologists (NASP) through a partnership with the National Council on the Accreditation of Teacher Evaluation (NCATE). The last APA site visit was in December 2015. The next self-study is scheduled for 2023, and the next site visit is scheduled for 2024.

The program is considered one of the premier school psychology doctoral programs in the United States. It has a long history and recognition for excellence. It was the third school psychology training program in the US to receive APA accreditation (1974). It has been commended for excellence by the South Carolina Commission on Higher Education and recognized as a model program by APA Division 16. It has been ranked third nationally in *U.S. News and World Report* magazine rankings of graduate programs. Faculty productivity research has demonstrated the program to be among the top programs in the country over a forty-year period (Kranzler et al., 2012; Skrutski & Williams, 2001). Faculty research interests are described on the Department's website [here](#).

Program faculty have always been committed to the teaching of psychology as a generic base for understanding human behavior, integrated with training in specific skills and knowledge necessary for the practice of psychology in the schools and other community settings. The program is built on a "scientist-practitioner" model, which provides the framework for training in basic science and its application to real-world problems. Scientific and professional course work is viewed as interactive and complementary in developing a knowledge base in the theory and practice of school psychology.

The integration of the scientific and professional model of training is reflected in the sequence of required course work, which involves basic psychology courses and professional courses in school psychology. Students receive extensive training in research through coursework and individualized experiences with Major Professors. Students also receive extensive applied training in psychoeducational assessment and comprehensive psychological evaluation, mental health, behavioral, and academic intervention, and consultation. Most core professional courses involve a fieldwork component. In the second and third years, students are placed in practicum sites to refine their skill development. In the final year of study, students are enrolled in a full-time internship experience.

The School Psychology faculty is committed to training students from diverse backgrounds. When diversity is considered more broadly than race or ethnicity, USC doctoral students are quite diverse. Students are drawn from across the country and world and represent a variety of backgrounds. Many have strong interests in issues of diversity and inclusion, and the program provides multiple opportunities to work with a wide range of students, families, and community settings.

The following list of activities indicates the major areas of training in our multifaceted approach to the theory and practice of school psychology:

Orientation to the culture and organization of the school;
Assessment of the individual child;
Consultation and in-service training with school personnel and parents;
Classroom intervention/management;
Interviewing and individual and family therapy/intervention;
Group intervention;
Systems intervention;
Initiation and conduct of research in the schools and other community settings;
Consultation and program evaluation; and
School administrative activities

TRAINING IN SCHOOL PSYCHOLOGY

Goals and Philosophy

School psychology is an applied psychological discipline designed to enhance the psychological and educational welfare of children, adults, and families through prevention, problem diagnosis and intervention, and research and evaluation. The philosophy of this program is to train students in the practice of Health Services Psychology with the foundations and methods common to all professional psychologists as well as the advanced skills that distinguish School Psychology from other disciplines. The School Psychology Program seeks to develop professional psychologists to work in schools, community settings, and higher education settings and prepare students to be flexible enough to play a variety of roles and assume positions of leadership in the development of necessary psychological services to learners. The program also seeks to develop students who are able to supervise, coordinate, and direct the activities of others, and have a broad and eclectic knowledge of psychological and educational theory and research. Our students look to the science of psychology to provide answers to practical, educational problems and promote the health and growth of children and families.

The program is guided by the following assumptions:

1. Science and practice are integrated across both core and specialty training. All professional skill courses are taught from a strong theoretical and research orientation combined with relevant

clinical field experiences.

2. Training must emphasize not only individual factors but also the multiple systems and environmental influences that affect learning and adjustment. This program places a great emphasis on the contexts and social worlds in which children and families function. This emphasis on the ecological system and social-organizational factors remains a hallmark of the program.
3. Training must emphasize indirect and direct services to promote competence and coping and prevent psycho educational and mental health problems.
4. School psychology practice is grounded firmly in empirically tested practice. Research and evaluation, both basic and applied, is a central component of student training. Faculty and student evaluation rests heavily on research competence. The faculty's aim is to serve as excellent role models of researcher-practitioners for students.
5. Training occurs best in a nurturing environment in which students feel accepted, committed, involved, and well mentored. Beyond the low faculty-student ratio there are many program processes which seek to make students feel good about themselves, become empowered, and experience a "family atmosphere" in the program. These include the accessibility of all faculty in terms of on-campus time and supervision/advisement hours, social activities, student involvement in decision-making and program management, and support of student activities such as dissertations, convention travel, malpractice insurance, and assistantship funding. The atmosphere is supportive; once admitted every effort is made to ensure that students finish in a timely manner.
6. School psychology training must stress diversity and inclusion considerations. Situated in an urban area, in a state with a 40% African-American population and a large military base nearby with a diverse service member and spouse populations, the program is in an excellent position to provide training in service delivery to diverse populations, including historically marginalized and excluded populations.
7. School psychology training must be organized, systematic, and sequential. This program's model stresses the development of basic psychological skills, orientation to the culture and organization of the school, and professional identity in early training. This is succeeded by opportunities to practice skills, and subsequently, to acquire and practice more advanced skills. Practica begin in the first year and involve progressively more complex skills during the training sequence. Third year courses serve to consolidate and integrate these skills and provide more advanced training in indirect service delivery and intervention. Training is further refined in the fourth year, when specialty courses can also be taken. Research training is organized similarly in a developmental fashion.

In the United States, local school districts have varying priorities for their use of psychologically trained personnel. This program seeks to produce doctoral level Health Services Psychologists capable of providing the needed services for schools and other local agencies at various stages of development. Crucial to meeting this goal is the selection of students who have demonstrated leadership, initiative, and

creativity, and then nurturing those abilities in the training program. Knowledge of school law, interaction with community agencies, and budgeting procedures are examples of skills and techniques necessary to provide leadership because all are a part of effective decision making in the educational world.

Another goal of the doctoral program is to train students to supervise and coordinate the efforts of professionals, paraprofessionals, clerks, administrative assistants, and others. In order to carry out supervisory functions the doctoral trainee has to have a thorough understanding of the activities and materials used, as well as some skill in dealing with persons trained at varying levels.

The doctoral trainee must be able to perform the daily "bread and butter" tasks required of psychologically trained personnel in the schools. These tasks include: assessment of children (including test administration and interpretation; observation; interpretation of records and reports of other specialists; child, parent, and teacher interviews, etc.); consultation with school personnel (teachers, speech pathologists, administrators, etc.) regarding procedures and programs with specific children or groups of children; consultation with parents and community agencies; participation in joint decision-making procedures with a variety of personnel involving school-age children and educational programs; initiation of procedures designed to bring about specific behavioral change; and the interpretation of psychological science to the school community. While doctoral psychologists may hold positions in the schools where they rarely perform some of the activities listed, they need to be thoroughly familiar with them because they may be responsible for the efforts of others in these and similar tasks.

All students in the program are expected to demonstrate high levels of competence in the following areas:

Goal 1: Prepare students who have demonstrated knowledge and skill in the practice of psychology.

Objective 1: Identity, Function, and Ethics

(a) to understand the roles and functions of school psychologists in school and non-school settings; (b) to understand the legal and ethical standards that relate to the practice of professional psychology and school practice; (c) to understand the various employment contexts for school psychologists, with a particular emphasis on the culture and organization of schools.

Objective 2: Psycho educational Assessment

(a) to obtain information through behavioral observations, interviews, records, and community resources that relates to the development of intervention programs for children with learning and/or behavioral difficulties; (b) to select, administer, score, and interpret tests of intellectual ability, educational achievement, personality, social-emotional functioning, perceptual-motor abilities, adaptive behavior, and other relevant skills and abilities; (c) to interpret and integrate information from a variety of sources (test and non-test data) to make appropriate diagnostic and intervention decisions with individuals of different ages, cultural backgrounds, and exceptionalities; (d) to seek consultation and supervision from other professional psychologists when necessary; (e) understand the conceptual and statistical underpinning of psychometric testing, including issues of reliability and validity.

Objective 3: Direct and Indirect Intervention

(a) to develop and evaluate appropriate intervention plans for individuals with learning, behavioral, and/or mental health challenges; (b) to consult in a collaborative fashion and

demonstrate effective communication and interpersonal skills with teachers, parents, and others related to the education and mental health of children; (c) to provide and evaluate direct counseling and therapy treatments in individual and group formats and for particular diagnostic issues; (d) to formulate, implement, and evaluate systems-level assessment and intervention programs; (e) develop knowledge and methods of supervision; (f) exhibit professional values, behaviors, and attitudes in all settings.

Objective 4: Research skills

(a) To develop the capacity to consume, critique, and synthesize research literature; (b) to demonstrate knowledge of and ability to apply research methods (e.g. sampling, measurement, design) appropriate for research questions; (c) to demonstrate empirical skills during recruitment and data collection; (d) to demonstrate basic to advanced quantitative skills, including those appropriate for conducted research in complex systems like schools; (e) to demonstrate ability to present research ideas and results in a written or oral format; (f) to demonstrate awareness of how one's biases influence interpretation of the results of one's own and others' research; (g) to apply a systems perspective through the research process; (h) to seek and provide feedback effectively as a member of a research team; (i) to demonstrate effective interpersonal and communication skills with participants, community members, and team members; (j) to use and interpret statistical analyses to describe data, test hypotheses, evaluate measures, and explore data.

Goal 2: Prepare students who have ability to integrate basic psychological science theory, findings, and practice.

Objective 1: Basic Psychological Science

In accordance with the APA Standards of Accreditation, the University of South Carolina School Psychology is designed for students to develop a comprehensive foundation of knowledge in Discipline-Specific Knowledge, or the core areas of psychological science and human services psychology practice. These areas include Developmental Psychology, Social Psychology, Cognitive Psychology, Behaviorism and Learning Theory, Biological Basis of Behavior, Affective Basis of Behavior, Psychological Problems and Disorders, Diversity Issues in Psychology, History and Systems of Psychology, and Psychological Interventions.

It should be noted that this list of goals and competencies represents the minimum set of competencies expected of all school psychology students. All students in the program are also encouraged to pursue additional competencies to develop specialized areas of expertise related to their unique interests. For example, many students acquire additional competencies in such areas as family therapy, neuropsychology, etc. Individualized experiences provide students with the opportunity to extend their range of training and/or develop specializations that maximize their opportunities to pursue future training (e.g., internships, postdoctoral positions) and career paths. All students are also encouraged to begin the process of continuing professional development through joining and participating as student members in relevant professional organizations (e.g., APA, APA Division 16, NASP, and SCASP).

Many school psychology core courses (e.g., Intellectual Assessment, Emotion-Behavior Assessment, Behavioral Assessment and Intervention with Children, and Consultation & Systems Intervention) combine a solid grounding in theory and research in the various skill/content areas with the opportunity to apply these skills in actual school and other applied settings. Following these combined didactic/practice

courses are highly structured practicum placements that allow for the application and refinement of the previously learned skills. Similarly, research skills related to the various content areas and professional practice skills in school psychology are developmentally phased in through course-related activities and practicum assignments, as well as through formal independent research projects (e.g., master's thesis and dissertation research). Because students are expected to develop the skills to contribute to the knowledge base in psychology, as well as to become competent practitioners, considerable emphasis is placed on involving students in scientific and practitioner activities throughout their training. The combination of a rich research environment at USC along with an unusually diverse array of school and community field placements in the Columbia metropolitan area facilitates the realization of the scientist-practitioner model.

After completing approximately two years of course work, and a minimum of a two-semester statistical sequence, all students conduct at least two major research projects--a master's thesis or research project and a doctoral dissertation. An oral defense of the doctoral dissertation is required for graduation. No formal oral defense of the master's thesis or research project is required, however, both readers of the master's thesis must determine that the thesis product is acceptable as a pass. Moreover, students should be prepared to discuss their master's thesis at their Master's Oral Examination. These research experiences serve to initiate and refine students' abilities to conceptualize, conduct, and report research through mentoring relationships with faculty members.

Regarding practicum training, school psychology students participate in extensive school and school-related practicum experiences under the direct supervision of school psychology faculty and on-site supervisors. Practicum experiences are provided as part of most school psychology core courses as well as independent practica courses (e.g., PSYC 832B). Practicum experiences begin in the first semester as part of PSYC 714 (Psychoeducational Assessment of Children I) and PSYC 832A (Practicum in School Psychology) with approximately a one-half day per week time commitment. Additional school psychology courses that include a practicum component include PSYC 715 (Psychoeducational Assessment of Children II), PSYC 701 (Behavioral Assessment and Intervention with Children), and PSYC 742 (Consultation and Systems Interventions). Beginning in the second year and continuing in the third year, students enroll in a year-long practicum course (PSYC 832B and PSYC 832C). The field-based practica are completed in a variety of local schools and related settings. During their course of training, students gain experiences at various educational levels with diverse student populations with respect to cultural-ethnic backgrounds, disabilities, and socioeconomic levels. The PSYC 832B and PSYC 832C sequence involves a one day per week commitment in the schools or related setting, along with a weekly group seminar meeting and individual supervision meetings. Many students choose to participate in additional, optional practicum experiences during their training as well. In general, practicum experiences progress from direct individual psychological assessment and intervention activities to more indirect systems-level change and supervisory activities. Moreover, students are routinely assessed on their performance of required practicum objectives.

PH.D. CURRICULUM

The School Psychology Training Program Committee has designed the Ph.D. curriculum in accord with various requirements of licensing and national credentialing agencies. The curriculum is comprised of four basic areas: (I) School Psychology core courses, (II) General Psychology core courses, and (III) Psychology Electives.

Requirements for the Doctoral degree include:

78-81 hours of course work, as specified below;

12 hours of dissertation credit;

2 hours of internship credit;

Doctoral Program of Study;

Admission to doctoral candidacy;

Successful completion of the written comprehensive exam;

Successful completion of the oral comprehensive exam;

Successful completion of the dissertation and defense;

Internship

I. School Psychology Core Courses:

Didactic Courses: (*Some didactic courses involve practicum components*)

PSYC 701	Behavioral Assessment and Intervention with Children and Youth
PSYC 714	Psycho educational Assessment of Children I
PSYC 715	Psycho educational Assessment of Children II
PSYC 725	Systems and Theories of Psychological Intervention
PSYC 742	Consultation and Systems Intervention
PSYC 832A	Practicum in School Psychology
PSYC 840	Seminar in Professional School Psychology
PSYC 850	Academic Intervention

Practica and Internship:

PSYC 782	Child/Family Practicum
PSYC 830	Advanced Child/Family Practicum (1-2 credits)
PSYC 832B	Practicum in School Psychology (2 semesters; 6 credit hours total)
PSYC 832C	Practicum in School Psychology (2 semesters; 6 credit hours total)
PSYC 865	Internship in School Psychology [1 credit hour each semester]

II. General Psychology Courses:

Statistics (6 credit hours)

PSYC 709	Quantitative Methods in the Analysis of Behavioral Data I
PSYC 710	Quantitative Methods in the Analysis of Behavioral Data II

Research (3 credits plus master's thesis and dissertation; 18 credit hours total)

PSYC 772	Research Approaches to Human Behavior (<i>3 credit hours</i>)
PSYC 799	Thesis Preparation (<i>3 credit hours</i>)
PSYC 899	Doctoral Research and Dissertation Preparation (<i>12 credit hours</i>)

Social/Organizational/Cultural (3 credit hours)

PSYC 749	Principles of Human Diversity
----------	-------------------------------

Physiological/Neuropsychological (3 credit hours)

PSYC 507	Cognitive Neuroscience (School section only)
----------	--

Or

PSYC 702A	Foundations of Neuroscience
-----------	-----------------------------

Psychological Problems and Resilience (3 credit hours)
PSYC 726 Psychological Problems and Resilience

Developmental (3 credit hours)
PSYC 820 Foundations in Developmental Psychology

Learning/Cognition (3 credit hours)
PSYC 702B Foundations of Cognitive Psychology (3 credit hours)
Or
PSYC 702D Basics of Learning & Motivation (3 credit hours)

III. Psychology Electives

Students are required to have 12-hours from electives. Suggested electives are listed below.

PSYC 770 Graduate Social Psychology
PSYC 790 Teaching of Psychology
PSYC 727 Foundations of Community Psychology

Clinical Practicum Electives

It is strongly recommended that students have at least one additional 3-hour clinical practicum experience. Courses that qualify for this option consist of (a) applied work in areas such as child and family therapy, psychotherapy, health psychology, or neuropsychology with (b) regular supervision by a psychology faculty member. The purpose is to provide students with applied, supervised experience in a specialized area. The faculty supervisor must be qualified in the particular area of assessment/intervention. Examples of practicum courses include:

PSYC 784 Clinical Health Psychology Practicum
(Prerequisites: PSYC 762 - Practice of Clinical Psychology II and PSYC 783 - Health Psychology/Behavioral Medicine)
PSYC 830 Advanced Practicum in Child and Family Therapy (additional credits)
(Prerequisite: PSYC 782 - Child and Family Therapy Practicum)

Some advanced graduate students may wish to seek additional practicum experiences external to formal practicum coursework due to their specific training goals and internship/career plans (e.g., pediatric psychology).

Advanced graduate students interested in this should talk with their major advisor and the clinical faculty (e.g., practicum supervisors) about their interest and the opportunities that might be available in the community. Program faculty support for this type of external placement is typically dependent on many different factors and is not guaranteed. This type of placement is also subject to availability of supervision, skill set of the graduate student and availability of opportunities in community settings.

Upon speaking with their major advisor and other relevant faculty, advanced school psychology graduate students who wish to obtain practicum experiences outside practicum-related coursework must submit a request to the program faculty prior to committing to and/or beginning an external practicum.

Generally, the following initial criteria must be met in order to start an external practicum:

- Students must be in their second year of training, at minimum
- Students must be in good standing (on-track regarding program requirements)
- Students must obtain approval from their major advisor

- The department must have an active Memorandum of Understanding (MOU) in place with the organization for the work you will be doing
- External practica should typically be no more than 5 hours per week during academic year and 10 hours per week during summer

Additional Comments about Requirements:

All Graduate School requirements must be satisfied. Specifically, each student will meet residency requirements, maintain a 3.00 grade point average or better, and enroll in approved graduate courses.

Procedure for Modifying Program Requirements:

A student entering with previous graduate-level coursework from another institution (e.g., students entering the program with a Master's degree) may be exempted from core courses through the following procedures:

- A student can seek a meeting concerning waivers of course requirements as early as fall of the first graduate year. Petitions for course waivers should be made before the student takes the course.
- Petitions for waiving or transferring credit for program requirements will be initiated by the student and endorsed by the student's Major Professor using the "Individual Course Waiver" form before submission to the Program Director.
- Prior to consideration, the student will provide the Major Professor with the appropriate paperwork from the following: a) specific requests for program alterations; b) a record of previous coursework, including a syllabus with a list of readings; and c) a letter or other written documentation from a USC instructor who typically teaches an equivalent course that documents the students' minimal level of achievement of course content, including any areas of discipline-specific knowledge and/or profession-wide competencies.
- The student then petitions the Program Director for course waiver, using an "Individual Course Waiver" form, which can be found online at:
 - https://sc.edu/study/colleges_schools/artsandsciences/psychology/my_psych/current_grad_students/school_program/schoolprogram_handbooks/schindividualcoursewaiver.pdf.

In order to effectively plan and sequence the student's overall program, all course waivers MUST be applied for during the student's first semester of enrollment. Failure to initiate course waiver requests in the first semester of study constitutes acceptance of all course work as specified in this handbook.

Consultation with your academic advisor prior to enrollment or early in the first semester is the first step in the process. The advisor will aid the student in deciding which previous course work sufficiently overlaps with current course offerings. To apply for a course waiver, the student must provide the appropriate instructor with a written request for waiver (see Appendices E & F) with accompanying documentation (e.g., course syllabi, work examples, etc.) The instructor may then require either an oral or written examination and/or demonstration of skills before the student forwards a written decision to the Director. Course waiver decisions are made **only** by the instructor who is currently teaching the course, or in the case of courses which are not currently being taught, by the instructor who has taught the course

most recently.

Faculty are less likely to waive practicum courses than didactic courses in the curriculum. Students seeking to waive a practicum course must have had a course that covered all key aspects of the practicum in order to apply for a waiver of a practicum course. Practica are not easily waived and practicum class sequences cannot be waived in their entirety. For example, entry-level assessment or interventions courses may be waived for students who have completed equivalent courses in prior graduate training (with exhibited skill), but advanced assessment experience is still required. The faculty have agreed that there is a need to directly observe the student's applied work in order to write appropriate letters for internship.

Quantitative Electives

It is strongly recommended that students take one or more advanced quantitative courses (e.g., Hierarchical Linear Models [HLM], Structural Equation Modeling [SEM], multivariate analysis, etc.) beyond the requirements to further develop their research skills within their chosen specialty area. These courses are usually open to students, provided you have met any prerequisites set by the instructor.

Students have the option of declaring a concentration in Quantitative Methods in Psychology. Concentration requirements are:

- a. Must be accepted to a University of South Carolina Psychology Department Doctoral Program (Clinical-Community, School, or Cognitive and Neural Sciences).
- b. Make a B or better in four courses (12 hours) that have 710 as a pre-requisite (i.e., advanced quantitative courses).
 1. PSYC 709 and PSYC 710 do not count, nor do assessment or methods classes. Courses must be at the 700 level or higher.
 2. Two of the four courses (6 credit hours) are required to be taught *in the department*.
 3. The third and fourth courses (6 credit hours) can optionally be taught in another department, contingent upon approval from the Concentration Program Director.

Schedule and Sequence of Courses

A working document illustrating a *sample* 5-year Ph.D. curriculum (4-years of course work and practica plus a 1-year internship) appears on the following page. This document is given to students and advisors to assist in the choice of courses each semester. The document includes required and elective courses. It should be noted that the practicum courses (832B and 832C) are designed to provide complementary experiences to the content of skill courses taken during the prior or same year. This document is unique to each cohort and subject to change due to timing of courses offered.

Recommended Course Sequence: School Program
2022 Cohort

Note: This course sequence reflects ONLY the 2022 cohort. Please consult the cohort specific course sequence for other cohorts.

*** = courses that are looped (offered every other year)**

Year 1 2022-2023

Fall	Hrs	Spring	Hrs
Quantitative Methods I (709): MW 9:40-10:55 & F 8:30-10:30	3	Quantitative Methods II (710) MW 9:40-10:55am & F 9-11am	3
Assessment: Cognitive/Academic Assessment I (714) M 4:30-7:25pm	3	Assessment: Cognitive/Academic Assmt II (715) W 3:30-6:15pm	3
Systems of Psychotherapy (725) R 1:10-3:55pm	3	Research Methods (772) M 5:15-8:00pm	3
Thesis Prep (799)	3	Psych Problems and Resilience (726) T 1:10-3:55pm	3
		Consultation/Systems (742)*	3
<i>Total</i>	12	<i>Total</i>	15

30 total credit hours

Year 2 2023-2024

Fall	Hrs	Spring	Hrs
Practicum (832 B)	3	Practicum (832B)	3
Child Family (782)	3	Child/Family (830)	1-2
Thesis Hours	3	Academic Intervention (850)*	3
Behavioral Assessment/Intervention (701)*	3	College Teaching (790)	1
Intro to School Psychology (832A)*	3	Diversity (749)	3
		Dissertation Research	1-3
<i>Total</i>	15	<i>Total</i>	14

29 total credit hours

Year 3 2024-2025

Fall	Hrs	Spring	Hrs
Developmental Psychology (820)	3	Seminar in School Psych (840)	3
Practicum (832 C)	3	Practicum (832 C)	3
Basics of Cognitive Psychology (702B) OR any course on learning/addition that demonstrates a focus on 'cognitive bases of behavior'	3	Dissertation Research (899)	1-3
Dissertation Research (899)	1-4	Elective of Choice***	3
Elective of Choice***	3	Elective of Choice***	3

<i>Total</i>	13-15	Total	13-15
--------------	-------	-------	-------

Enroll up to 8-10 hours of dissertation through year three (reserve 2-4 of the req'd 12 dissertation hours for Years 4 & 5 (5th year optional))

***If you will be continuing to see CAF therapy clients at PSC or elsewhere that requires clinical faculty supervision plan on enrolling in PSYC 830 with Dr. Hills for your elective. If you were planning on taking an additional elective **and also** continuing to see CAF therapy clients discuss that with Dr. Hills at your ICTP meeting.

Year 4 2025-2026 (on Z status 2 semesters if possible and 1 semester at least)

Fall	Hrs	Spring – Z status*	Hrs
Dissertation research	1	Dissertation research	1
Cognitive Neuroscience (507) OR Basics of Neuroscience (702A)	3		
Affective Neuroscience	3		
<i>Total</i>	7	<i>Total</i>	1

Recommended Electives: Autism assessment course (841); quant courses; EDCE 600 Communication Skills in Counseling; ED Supervision Course, ED special education law

APPLIED COURSE WORK

Applied courses provide both didactic and practicum experiences. These courses are viewed as cumulative experiences with the student acquiring additional knowledge and skills each semester. Particular topics, assignments, and experiences may vary according to the particular instructor and opportunities available in a given semester. The descriptions included below are intended as examples of the types of experience made available to students.

I. General Professional Development

PSYC 832A Practicum in School Psychology

In this first- or second-year course (depending on course availability), seminar time is initially centered on discussion of the history of School Psychology and current legal, ethical, and professional issues. Defining and clarifying the roles and functions of school psychologists in school and non-school settings. Students become familiar with the major literature and journals pertinent to the field (e.g., School Psychology Quarterly, School Psychology Review, Journal of School Psychology, etc.). In addition to weekly class meetings, students are expected to spend approximately four hours per week involved in the following experiences: observation of classrooms across the school-age spectrum, observation of pupil personnel services, attending state conference, etc.

II. Assessment Sequence

The required assessment sequence is a series of two courses, PSYC 714 and 715.

PSYC 714 Psycho educational Assessment of Children I

Psychology 714 is a combination of lectures and practicum experiences related to cognitive-intellectual assessment. Emphasis will be on attaining proficiency in the administration, scoring, and interpretation of tests.

PSYC 715 Psycho educational Assessment of Children II

Psychology 715 involves psycho educational assessment (i.e., achievement testing, visual-motor tests, etc.) and will build on the skills acquired in Psychology 714. Each student will administer, score, and interpret psycho educational tests and will become conversant with the current research base on the use and interpretation of such tests. Other approaches to educational evaluation (e.g., curriculum-based assessment) may be addressed.

Other Assessment Courses (optional)

Occasionally, departmental faculty offer advanced courses in assessment. Some courses have addressed special topics, such as assessment of young children and neuropsychological assessment. Such courses are typically appropriate after the completion of the core sequence of required courses.

III. Intervention Sequence

PSYC 701 Behavioral Assessment and Intervention with Children and Youth

This course exposes the student to basic principles and techniques of behavioral approaches to intervention. Major topics include functional behavioral assessment, behavioral observation, procedures for maintaining and decreasing behaviors, and training for generalization and maintenance. The course focuses on the use of behavioral procedures within the school, family, and community settings. A field component may be included.

PSYC 850 Academic Interventions

This course consists of in-depth study of strategies in identification, implementation, and evaluation of academic intervention programs at the individual and group levels.

Objective and Performance Standard: To introduce academic intervention skills. Student completes an academic intervention case.

PSYC 742 Consultation and Systems Intervention

This course consists of an intensive exploration of consultation theory and practice. It reviews mental health, behavioral, and organizational consultation. Simulated and real consultation experiences will be provided.

Objectives & Performance Standards:

1. To provide opportunities to practice and enhance skills in teacher and parent consultation. Student will complete one teacher consultation project and one parent consultation project or parent group.
2. To provide opportunities for practice of systems intervention skills. Student will develop a systems intervention plan including needs assessment, program

development, and program evaluation.

PSYC 840 Seminar in Professional School Psychology

This course is a capstone seminar designed for the advanced graduate student prior to internship. The course is organized on the basis of two major components, which together reflect an integrated approach to the science and practice of professional school psychology. The first component of the course relates to an overview of history and systems of psychology. The second component relates to specific topics in school psychology, jointly determined by the instructor and students on the basis of their individual needs. The purpose of the second component of the seminar is to fill in perceived gaps in knowledge, skills, and awareness to prepare for (1) written and oral comprehensive examinations and completion of remaining program requirements, (2) pre-doctoral internships, and (3) the transition to post-graduate work and life.

SCHOOL PSYCHOLOGY PRACTICUM

Overview

From its inception, the training program in School Psychology at the University of South Carolina has been concerned with integrating classroom learning with actual experience in school and clinical settings. One of the unique features of the School Psychology program is that along with academic course work, students participate in extensive practica and other field experiences under the direction of school psychology faculty members and community-based supervisors. These supervisors provide a variety of services to the community, local school systems and other agencies in the Midlands region of South Carolina, as well as providing supervised applied training experiences. Practica have traditionally been associated with most of the major core courses. Practica requirements give the student an opportunity to practice applied skills and to become familiar with the role of the school psychologist. The latter is stressed in the first semester course, 832A, "Practicum in School Psychology." Beginning in the second year and continuing into the third year, students enroll in a year-long field practicum courses (832B and 832C) as a part of the program. These year-long field placements require one day per week in the field. These field practicum courses are completed in local schools and related settings. Throughout the course of training, students gain experience with children/youth at various educational levels with a diverse pupil population relative to cultural-ethnic backgrounds, disability, and SES. Practicum experiences are integrated with relevant course work.

Following is an outline of objectives and activities for 832B and 832C. Timing of objectives and activities will be developmental in nature and will also depend on your field placement and previous experience. For example, some students may complete a specific objective during the

fall semester of 832B whereas others might complete that same objective during spring semester of 832B given the nature of their placement. Some objectives must coincide with other specific courses, which means they can only be completed during a specific year. Please be advised that the pace at which you move through the practicum sequence will depend, in part, upon your successful completion of research requirements in the program.

Some students elect to enroll in additional, advanced practica. Such field experiences may take place in schools and/or other community service settings.

Because of the nature of practica and other course requirements, all students are expected to be full-time (at least 9 graduate hours) at least through the first three years of study.

With regards to all practicum activities, while students are covered under the university liability insurance for activities completed with the direct approval of the program (e.g., MOU in place), students are strongly encouraged to obtain their own professional liability insurance. Insurance can be obtained for about \$35.00/year from The Trust at apait.org.

PSYC 782/PSYC 830 Child and Family Therapy : Third and Fourth Semester (Year 2)

This course exposes the student to empirically based treatment modalities and clinical skills in treating common mental health and developmental challenges children, youth, and their families face. This course consists of didactics and a practicum component where students begin to see child and family therapy cases at our training clinic (PSC).

Objectives and Performance Standards

1. To introduce counseling and therapy skills. Student works with three cases in individual child/family therapy.

PSYC 832B - Practicum in School Psychology : Third and Fourth Semesters (Year 2)

One day per week (8 hours).

Psychology course prerequisites: PSYC 716 (co-requisite, at minimum)

Objectives and Performance Standards

1. To orient the student to school district special services policies affecting the profession and school curriculum. Student is expected to develop familiarity with relevant school policies and laws. Student will attend parent meetings and conferences and are required to submit reflections on their experiences of policies/procedures affecting the profession.
2. To integrate intellectual and educational assessment skills. Student completes six evaluations/reevaluations of LD, ADHD/OHI, ED and/or ID, including 2 assessments of emotional/behavioral concerns.
3. To familiarize student with techniques of academic intervention.
4. To provide opportunities for practice of behavioral intervention. Student completes one

behavioral intervention and submits written report.

PSYC 832C: Fifth & Sixth Semesters (Year 3)

1 day per week (8 hours)

Psychology course prerequisites: PSYC 832B, PSYC 782

Objectives and Performance Standards

1. To provide opportunities for further practice of counseling and therapy skills. Student will have experience with group counseling.
2. To provide practice in low incidence and preschool assessment. Student will complete one evaluation of a student with a low-incidence handicap and one evaluation of a preschool child.
3. To provide further practice in advanced assessment techniques. Student completes two evaluations of students referred for emotional/behavioral concerns and two evaluations for any referral concern.
4. To provide opportunities for practice of administrative and managerial skills. Student will complete an administrative project with the assistance of a school district or agency administrator.
5. To provide opportunities for practice of supervision skills. Student will supervise 1st or 2nd year student in beginning practicum activities.

Additional Practica Experiences

Some advanced graduate students may wish to seek additional practicum experiences external to formal practicum coursework due to their specific training goals, internship/career plans (e.g., pediatric psychology).

Advanced graduate students interested in this should talk with their major advisor and other relevant faculty (e.g., practicum supervisors) about their interest and the opportunities that might be available in the community. Program faculty support for this type of external placement is typically dependent on many different factors and is not guaranteed. This type of placement is also subject to availability of supervision, skill set of the graduate student and availability of opportunities in community settings.

Upon speaking with their major advisor and other relevant faculty, advanced school psychology graduate students who wish to obtain practicum experiences outside practicum-related coursework must receive approval from their clinical supervisor.

Generally, the following initial criteria must be met in order to be approved for an externship:

- Students must be in their second year of training at minimum
- Students must be in good standing (on track regarding program requirements)
- Students must obtain approval (including signature) from their major advisor

External practica (non-course related) typically can be no more than 5 hours per week during academic year and 10 hours per week during summer

MENTORING AND EVALUATION OF STUDENTS

The School Psychology faculty is dedicated to providing the most effective training program possible for each student. Thus, evaluation and individual feedback are deemed an integral part of each student's graduate experience. To facilitate this process, each student is assigned a Major Professor upon entrance to the program. Generally, the mentor serves as the student's academic advisor and research mentor, including directing the thesis and dissertation. Generally, the mentor-student relationship is negotiated prior to admission. However, students have the option of changing mentors with program faculty approval.

The general function of mentoring is to provide support and monitoring of your professional and personal development as a student in school psychology. Specific functions are to:

- (a) Monitor your progress toward completion of degree requirements;
- (b) Provide feedback regarding your overall performance and contribution to the program;
- (c) Compile information for input to the faculty as a whole during student evaluations;
- (d) Assist you in the selection and scheduling of courses;
- (e) Assist you in the timing and sequence of marker events (e.g., written and oral exams);
- (f) Assist you with the filing of paperwork required by the Graduate School at various times during your program of study;
- (g) Support you during times of stress; and
- (h) Assist you in the development and attainment of personal goals that pertain to your functioning as a student and your eventual functioning as a professional school psychologist.

At least once each year (typically in the Spring semester), the faculty reviews the progress of every student in the program. Detailed feedback is then provided to students by their respective mentors. Students can find evaluation criteria detailed on the Student Annual Progress and Evaluation summary forms (see below for location). Following the review, the Program Director provides written feedback to each student indicating whether adequate progress has been made. If adequate progress has not been made or any student issues are noted, a remediation plan may be put into place (see Policies for more information). Students should note that the Graduate School requires students to maintain a 3.0 GPA. Also, a grade lower than a B in a course is subject to review by the faculty and may result in an individual remedial plan, which may require the student to retake all or a portion of the course. Students should set up frequent appointments with their mentor to discuss their goals and progress. The School Program considers additional criteria beyond grade point average to assess adequate progress, including timeliness

of milestone completion, performance in practica, and professional behavior.

Student Annual Progress and Evaluation Summary forms can be found in Appendix Y as well as on the School Psychology website here:

https://sc.edu/study/colleges_schools/artsandsciences/psychology/my_psych/current_grad_students/school_program/schoolhandbks_forms.php

Records Retention

All student records, including annual evaluations, programs of study, records of milestones, competency evaluations, and formal correspondence between the program and student are stored in the office of the Graduate Student Services Coordinator. Records may not be removed from this room, but students may request copies of their records at any time before or after graduation.

It is noted that, in addition to formal record retention on the part of the department, students should keep track of papers, projects, and other evidence reflecting progress toward completion of the degree.

Assistantship Evaluation

An attempt is made to evaluate all students in their assistantship responsibilities as well as in their course work. All students must have an assistantship supervisor and supervisors must complete the "School Psychology Assistantship Student Evaluation" form (Appendix D) each semester. Evaluation forms are to be returned to the Program Director. Results of individual evaluations will be discussed as part of the student's annual evaluation by the faculty. Written evaluations will be kept in the student's permanent folder in the Psychology Graduate Student Office.

PROGRAMS OF STUDY

Every degree student must file a "Program of Study" in the Graduate School for approval by the graduate dean. A program of study is a list of courses that satisfy degree requirements and should be used by the student and advisor to plan the sequence of courses that the student will complete for each degree. Students who enter the program with only a bachelor's degree must file separate programs of study for the master's degree and the doctoral degree. Those who enter with a master's degree will file a program of study only for the doctoral degree.

Students pursuing a **Master's degree** must have an approved program of study (MPOS form) on file in The Graduate School by the end of their first year, or they will not be permitted to register further (see Appendix For an example of the MA Program of Study. A fillable pdf of the MA Program of Study (MPOS form) can be found on the department or Graduate School website at: https://www.sc.edu/study/colleges_schools/graduate_school/documents/mastersprogramofstudy.pdf.

Students pursuing a **Doctoral degree** must have an approved program of study (DPOS form) on file in The Graduate School by the end of their second year, or they will not be permitted to register further (see Appendix K for an example of the PhD Program of Study. A fillable pdf of the PhD Program of Study (DPOS form) can be found on the department or Graduate School website at:

https://www.sc.edu/study/colleges_schools/graduate_school/documents/doctoralprogramofstudy.pdf

It is the student's responsibility to obtain the correct forms from the website and complete it with the mentor. It must be signed by the student, the mentor, the program director, and the dean of The Graduate School. The Graduate Student Services Coordinator will submit the completed form to The Graduate School. Students are advised to keep a copy of the Program of Study and to provide one to their mentor.

Please see the Graduate Studies Bulletin at (<https://academicbulletins.sc.edu/graduate/>) for additional information related to the Program of Study and other degree requirements.

MASTER'S DEGREE AND RELATED RESEARCH REQUIREMENTS

The Master's Degree

Students who enter the program with only a bachelor's degree must complete all program and Graduate School (TGS) requirements for the completion of the Master of Arts degree. Information on TGS requirements may be found at <http://www.gradschool.sc.edu/>, where the Graduate Studies Bulletin can be found online. Students are encouraged to consult the bulletin for their year of entry and to maintain up-to-date information about all university and program requirements. At the start of the semester in which you will receive your MA degree, you must submit a form requesting concurrent enrollment in the Master's Program. It is called the G-CON form and can be found on the Graduate School website. (See Appendix E)

Requirements for the Master's degree include:

- 33 hours of course work, as specified below;
- 3 hours of thesis credit;
- Program of Study;
- Successful completion of the master's thesis;
- Successful completion of the master's oral comprehensive examination

Students are expected to complete all requirements for the master's degree by the end of the fifth semester (Fall, Year 3) and to complete and submit all relevant paperwork to The Graduate School in a timely manner, as specified in timelines published by The Graduate School.

Course Requirements

School Psychology core courses required for the Master's degree are as follows:

PSYC 714	Psycho educational Assessment I (3 credits)
PSYC 715	Psycho educational Assessment II (3 credits)
PSYC 701	Behavior Assessment and Intervention (3 credits)
PSYC 832A	Practicum in School Psychology (3 credits)
PSYC 832B	Practicum in School Psychology (6 credits)
General Psych. Courses	12 hours including PSYC 709 and PSYC 710 (required) and six hours from PSYC 702A, 702B, 702C, 702D, 725, 726, 721, 770, 742, 749, 820 or equivalent courses.

The Master's Thesis (PSYC 799 - 3 credits)

USC requires a thesis of all graduate students seeking the Master of Arts degree. As indicated in the Graduate Studies Bulletin, students should obtain a copy of the general thesis regulations from The Graduate School (see Appendix G). The thesis should be written to meet all graduate school requirements. Later in this Handbook is a detailed description of the steps and requirements for the doctoral dissertation (see "Psychology Department Guidelines for the Dissertation"). Information in that

section will be very helpful in preparing your thesis and should be consulted for further suggestions and details for developing your research ideas, choosing a thesis advisor, proposing your thesis, carrying out the project, and completing the written thesis. Information specific to the thesis is also described below.

General Purpose: Completion of the master's thesis is designed to assist students in becoming competent behavioral scientists. There are three specific objectives for this project: (1) provide an early introduction to research methodology and research applications; (2) provide support and knowledge that will help in the preparation and completion of a doctoral dissertation; and (3) demonstrate the role of school psychologists in the discovery of new knowledge.

Description of the Project: This research requirement will involve a completed data-based project conducted in conjunction with a research committee and written following the guidelines of the Publication Manual of the American Psychological Association. The thesis must also meet all Graduate School requirements.

Scope of the Project: A variety of research approaches are acceptable for this project, including but not limited to:

- applied and basic experimental designs
- quasi-experimental designs
- survey data and methods
- archival data analysis
- meta-analysis of an area of research
- program evaluation
- qualitative analysis
- single-subject and small-sample designs

Implementation: New students will be oriented to thesis and dissertation research requirements within their research labs and related mentorship. Students are encouraged to select their thesis and dissertation chairs and committees based on their individual research interests and career plans.

Regardless of the goal or the content of the thesis, the nature and scope of the project should be such that the student completes the project before the beginning of the third year. The student should develop a concise project prospectus (including a brief overview and description of the methodology; see below) no later than the beginning of the third semester (Fall Year 2) so that the thesis committee can evaluate in a timely fashion whether the proposed project is in the student's best interest.

The student should recognize that progression from lower to higher level courses, practica, assistantships, and other requirements is contingent upon satisfactory progress in research activities, including the thesis.

Composition of the Thesis Committee: The thesis committee must have two faculty members. At least one member must be from the core School Psychology Program faculty. The second member of the committee can be either another School Psychology faculty member, another Psychology faculty member, a faculty member from another USC department, or a qualified person from a local school or agency, provided that he or she has been approved by the Graduate School in advance. Generally, students choose a thesis chairperson with whom they wish to conduct their research; together, the student and chairperson then select the second committee member.

The Thesis Prospectus: All students must submit a written proposal, describing the research they plan to conduct (see Dissertation Guidelines for further description of the components). The proposal must be approved by the student's committee before the student may proceed with the study. In addition, approval to conduct research with either human participants or animal subjects must also be secured from the University Institutional Review Board (IRB) before the student may begin the study approved by the committee. Your committee will decide if a formal prospectus meeting should be held.

Evaluation of the Thesis: A thesis passes when both research committee members rate the project as acceptable. The global rating of each committee member is based on the criteria listed in the rubric (see Appendix Z). The Master's thesis needs to be completed no later than February of the third year in order for students to be considered "in good standing".

Guide for Students Entering with a Master's Degree

Students who enter the program with Master's Degree in School Psych. or related field and pursuing second Master's Degree at USC:

The general rule is that any USC requirement for the Master's Degree in School Psychology must be equivalent to prior training in order to be waived. Requirements are dependent on the nature of the previous Master's Degree as follows:

- MA degree w/Thesis & Orals- Approval of waivers based upon review of previous thesis/orals.
- MA degree w/o Thesis & Orals- Thesis and Orals must be done at USC.
- MA degree w/ Thesis but without Orals- Student must have prior thesis reviewed by advisor and Program Director and complete the MA Oral exam at USC.
- MA degree w/ Orals but without Thesis- Student must complete Thesis at USC and provide explanation of the orals which were completed at the previous institution to advisor & program director.

Students who enter the program with a Master's Degree in another field

Must get MA in School Psychology from USC and may only get coursework waived, pending instructor approval.

Students who enter the program with a Master's Degree in School Psychology or related field and do not wish to get a second MA from USC. – Follow the guide for Research Project as outlined below. Masters Oral Exam is not necessary.

Research Project:

Students who enter with an advanced degree in school psychology (master's or specialist) but without having completed a master's thesis in their previous graduate program will complete a Research Project as one of the requirements for the Ph.D. This project is designed to assist students in becoming competent social scientists and meets three related objectives: 1) to provide an early introduction to research methodology and research applications in laboratory and/or applied settings, 2) to provide support and knowledge that will help in the preparation and completion of the doctoral dissertation, and 3) to demonstrate the role of school psychologists in the discovery of new knowledge.

Completing the research project will follow the same steps as those for the master's thesis, with the following exceptions: 1) the written project will not be submitted to the Graduate School; and 2) the completed project will be written in an article format, using APA publication style. Students completing a research project should read all requirements for the master's thesis and the dissertation for further guidelines.

Waiver of the Research Project:

Any student with a completed master's thesis or an equivalent social behavioral graduate research experience, may be eligible for waiver consideration subject to the approval of the student's primary mentor and the School Psychology faculty. Waivers are granted only in cases in which it is clear that the student had primary responsibility for the completion of the project. *Primary responsibility* is defined as evidence that the student had principal responsibilities in problem conceptualization, data collection, data analysis and write-up of the project. Students who submit a waiver may be asked to give an oral defense of the project or may be asked to provide the name of a person who can be contacted about their involvement in the project.

Students requesting a waiver from the research project should submit a copy of their previously approved thesis or other evidence of research competency to their advisor and a second School Psychology Program faculty member. These two faculty members will review the thesis and grant approval and submit to the full program faculty for final approval. Requests for waivers must be completed during the student's first semester in the program.

Masters Oral Comprehensive Examination

After completing all requirements for the master's thesis and all course work for the master's degree, the student will complete an oral comprehensive examination. The committee for the oral examination consists of three faculty members, usually chaired by the student's research mentor. A minimum of two members must be from the core School Psychology faculty. The third member may be a School Psychology faculty member, another Psychology faculty member, or under special circumstances, an approved USC faculty member from outside the Department.

The content of the oral examination is at the discretion of the committee but focuses on prior course work, applied school psychology, and research at the master's level.

The oral examination begins with the student providing a brief introduction of their work (research, practice) and career objectives. From there the committee fields questions relevant to completed graduate coursework, applied school psychology, and research training. Evaluation is pass/fail and based on quality of oral communication (e.g., responds directly to questions, composed in answering questions, clear in speech and presentation) and quality of knowledge and skills relevant to completed coursework and practica experiences (e.g., responses reflect knowledge of psychological science relevant to completed coursework, responses reflect basic knowledge of school-based psychological practice, responses show ability to apply science to practice).

- Students typically use study materials from graduate coursework to prepare for this exam.

- Throughout the exam it is acceptable for students to ask for clarification of questions.
- The meeting is usually about 1.25 hours. The first 5 minutes are allotted for the examining committee to prepare (if needed) and the last 10 minutes are allotted for examining committee discussion and evaluation, followed by feedback to the student.

Sample questions:

- 1) Discuss the controversies surrounding the assessment of children with learning disabilities.
- 2) Describe the liabilities and benefits of using (positive) punishment techniques in the home to reduce inappropriate behavior.
- 3) Describe your approach to interpreting scores on a cognitive measure (e.g. the WISC-IV) and provide evidence to support your response.
- 4) What is best practice in conducting an assessment for a child with suspected attention problems?

WRITTEN COMPREHENSIVE EXAM

Each student entering the program with a bachelor's degree must complete the written comprehensive exam during the summer following the third year of graduate study. Advanced students entering the program with an earned Master's degree may choose to take the written comprehensive examination earlier upon consultation with the research mentor no later than the end of the first semester after matriculation and conveyed to the program director. All requirements for the master's degree should be completed before taking the exam. There are two options for the fulfillment of the Written Comprehensive Exam:

OPTION A- General Comprehensive Examination ("Comps Paper")

The general section of the written comprehensive examination will be a demonstration of the ability to integrate information and critically review a body of empirical research. Before the end of the third year of graduate work, each student will be expected to write a Psychological Review - Psychological Bulletin - type paper involving a critical review and evaluation of the literature in any area of psychological research or theory. It is important to note that the writing of the paper must be an independent effort. Because this is an examination, once the outline has been approved, students are not allowed to consult with other students/faculty, nor have other students/faculty read the paper, nor utilize other students/faculty as sources of feedback on the comprehensive paper.

School students will not be allowed to accept internship assignments before the passing of the general comprehensive examination. Students not completing their comprehensive paper requirement by the end of their third year will not be allowed to register for dissertation credits until the paper is completed.

General Comprehensive Paper Procedures:

A. Selection and Approval of Paper Topic

Students should select a topic for the comps paper in consultation with their primary research mentor. Faculty members can be asked to suggest topics in their field of expertise. The paper is designed to demonstrate a student's ability to integrate psychological theory and research findings from several areas of psychology and focus them on a single problem or set of problems. Committee members can be active

in helping a student define a problem clearly prior to the point at which an outline is approved by the committee. It is often useful for the student's comps paper to focus on the area of literature in which they will be doing their dissertation work.

The primary mentor will work with their mentee to develop an appropriate comps paper topic and outline. It is the responsibility of the student to approach proposed members of the comps paper committee and solicit their willingness to serve prior to contacting the Program Director. **A topic for the comps paper and a four-person committee must be selected.** Three of the committee members should come from the Department of Psychology, with at least two of these faculty from the School Psychology program. The fourth committee member needs to come from outside the Department (e.g., from the College of Education, College of Social Work, School of Public Health, School of Medicine). The function of the comps paper committee will be to help the student refine a topic for study, review the proposed outline, and to review and evaluate the quality of the final paper. Once the committee has been chosen, the GS-48 form (Doctoral Committee Appointment Request Form) should be downloaded from the Graduate School Website and submitted to the Graduate Student Services Coordinator.

The General Comprehensive Title Form which indicates approval of the general topic and committee membership should be signed by the Program Director and placed in the student's file. If the topic is not approved, the student may appeal the decision and request a review by the School Program Committee.

B. Outline Approval and Form of the Paper

If a recent review (e.g., within the past 5 years) has been conducted on the topic, the student needs to clearly state how their review differs from the previous review and what contribution their review makes beyond the previous review. This issue should be discussed with the student's comps committee. It is important to critically evaluate the research and to integrate findings rather than to treat the studies as an annotated bibliography. The readers of the paper should be able to understand through your analysis which studies should be weighted more heavily in the conclusions and how the findings can be integrated. The topic chosen should have a body of empirical research sufficient to warrant a comprehensive review. Final decision regarding the appropriateness of the breadth of the specific topic focus shall be determined by the comps paper committee.

Following approval of the topic and committee, the student should prepare an outline of the proposed paper in consultation with committee members. The student may consult with individual committee members with regard to the outline prior to a formal meeting. Comps paper outlines are typically 5 - 10 pages in length. Once an outline is developed, the student will schedule a meeting of the comps committee to approve the outline. The student will send to committee members a well-developed outline of the paper at least one week in advance of the meeting. The outline meeting is a process meeting and the student should expect changes in the outline. It is possible that more than one meeting would be required.

Critical to final approval of the paper is acceptance of the outline by the committee. The General Comp Outline Approval Form must be placed in the student's file. Pessimism by the committee regarding the viability of the idea, availability of relevant literature, etc., are issues which should be resolved before the outline is approved. Outlines considered only minimally acceptable by committees tend to result in borderline or poor papers. **An outline of the paper should be approved by the Comps Committee no later than May 31st of the student's third year.**

The approved outline should be placed in the student's file. Once the outline is approved, the student will complete the paper without consultation or feedback from committee members or other students. However, if the student, upon delving deeper into the subject area determines that a major revision of the outline is required, the student may consult the faculty and possibly even reconvene the committee to approve the major revision. A separate decision regarding appropriateness of the topic will be made by each committee. Remember, the comprehensive paper is an examination, and therefore outside help from other students is not allowed for suggestions, feedback, help with organization or proofreading, etc.

Upon successful completion of the written comps examination, the Graduate Student Services Coordinator will submit a copy of the results to the Graduate School.

Option B: Integrated portfolio of peer-reviewed work.

The portfolio will consist of two or more peer-reviewed written products (i.e., manuscripts and/or peer-reviewed grant applications) for which the student was the primary author (for manuscripts) or principal investigator (for grants). The peer-reviewed written products must have a closely-related topic. The student will independently produce an integrated introduction and discussion section to synthesize the works together for the committee and to describe the importance of the program of work and the future directions. In addition, (a) the place the work was submitted for peer review should be described (e.g., journal, funding agency), (b) the status of the work should be clearly indicated (e.g., “funded”, “in-progress”), and (c) all peer-reviewed feedback from the submitted works should be included (e.g., peer-review comments in appendices). Benefits: The portfolio option has the advantage of rewarding students who have already been active in publishing and/or grant writing as a primary author and have begun to develop a cohesive program of research relatively early in their graduate career. The portfolio introduction could be in the format of an article, a brief, or a personal statement, all of which could be useful in meeting academic career milestones (e.g., for job applications). Alternatively, the focus of the new writing could be to better articulate the student’s developing program of research, similar to what applicants for faculty positions are asked to do in research statements and job talks. These statements are longer and more detailed statements than are provided in publications and grant applications and are related to the conceptual foundations, relevance to health, and potential longer-term implications if the work is successful. The peer-reviewed written products are not expected to be independent efforts; however, it is expected that the student is the primary author. Students who want to complete Option A for their comps requirement should consult with their mentor about this option to start developing a plan for what will comprise the portfolio. Option A students will follow the same committee composition requirements and prepare the portfolio of at minimum two written products and an outline of the integrated introduction/personal statement for their “outline meeting.” The integrated written product will serve as the independent effort under Option A and will follow the same timeline requirements as Option B (i.e., outline due by May 31st of 3rd year, complete portfolio due by August 15th of the same calendar year). Typically students will need to complete their peer-reviewed products prior to the comps outline meeting; however, this is at the discretion of their committee. The purpose of the “outline” meeting for Option A is for the committee to review the students plan, peer-reviewed written products, and outline of their personal statement.

Evaluation of Written Comprehensive Examination

The committee will each independently review and evaluate the final written product utilizing the Written

Comprehensive Examination Rubric as a guide (see Appendix P) before convening as a group to make a final determination. If it is agreed that the student received a mark of a 1 (“poor”) on two or more areas, the student will not pass the examination and remediation is required. Committee members each vote as to whether or not the student passed the examination.

Policies Regarding Comps Paper Completion

1. If the student has failed the comps paper (either because of a vote to fail by the committee or because of not turning a paper in by August 15th following the third year), then the student will be required to pass their comps paper by the end of their fourth year or be dropped from the Program. The end of the fourth year is designated as May 15th.

Summary Timetable for Completion of Comps Paper:

Task	Deadline
Committee Meeting to Approve Outline.....	May 31 st of third year
Completed Paper Submitted to Committee Members	August 15 th of 4 th year
Feedback Meeting	2-4 weeks after submission
Signed Approval Forms Entered in Students Records File	After feedback meeting

DOCTORAL ORAL COMPREHENSIVE EXAMINATION

Each student in a doctoral program will take an oral comprehensive examination. Students in the School Psychology Program should plan to complete the doctoral oral exam no later than the semester before leaving on internship.

Purpose:

The University of South Carolina Graduate School requires a general oral comprehensive examination. The purpose of this examination is to provide evidence to the department that the student is competent in general knowledge of psychology and in the student's area of expertise. General knowledge is defined as the knowledge necessary to teach a course in introductory psychology. Of course, a student should also be very competent in the area of psychology in which the student has specialized. Specifically, the oral comprehensive assesses: (1) knowledge in general psychology; (2) the student's ability to integrate knowledge from diverse areas; and (3) the student's ability to perform as an expert in psychology in a conversational and interrogatory setting. This last purpose has direct transfer to participation in professional meetings, to dealing with professionals other than psychologists, and to similar types of occasions.

Committee:

The full committee shall be proposed by the major advisor/dissertation director and approved by the graduate program director and department chair.

1. The committee will consist of four members.
2. The student's dissertation director, advisor, or professor directing the student's research is on the committee and serves as its Chair.
3. A second member is selected from the graduate program in which the student is studying. The selection is made by the major advisor/dissertation director after consultation with the student.
4. A third member of the committee must be selected from outside the Department of Psychology, but within the University. This person shall be selected in the manner specified by the Graduate School. To wit, person shall be 1) a USC graduate faculty member; or 2) a graduate faculty member at another accredited institution with expertise in psychology; or 3) a USC faculty member who is not a member of the graduate faculty, but who is qualified to serve on this committee; 4) if the proposed member is not in category (1) a justification must be made to the department chair and the Graduate School. Ultimately, this member is selected by the program director after consultation with the student.
5. The fourth member of the committee is ideally from another program within the department.
6. A copy of the student's approved program of study will be attached to the request to form a committee and sent to all committee members prior to the exam.
7. The whole committee must be present in person or virtually at the oral examination. In the case of unplanned absences, an alternative person may be appointed by the program director with approval from the chair.

Time Frame

The oral comprehensive examination must be successfully completed at least 60 days before a dissertation defense occurs. This is a requirement of the Graduate School.

General Content and Format

The content of the examination is defined as those topics found in the program goals and objectives described on page 16 of this handbook.

Equal time and emphasis will be appropriated to key concepts in general areas of psychology and to the grasp of advanced knowledge in the student's area of expertise. The exam period shall last an hour and thirty minutes. The first 5 to 10 minutes shall consist of organization by the committee members without the student being present. It is the responsibility of the chair of this committee to establish the format and conduct the examination including areas covered. The exam proper should be a minimum of 60 minutes and no more than 75 minutes.

Evaluation:

1. Students' performance is evaluated using the Doctoral Comprehensive Exam Rubric found on the forms and handbook section of the program website, linked [here](#). Ultimately the evaluation of performance is pass/fail. However, students are allowed one attempt at being re-examined in

areas deemed deficient. As such, a student can be graded on three levels.

Pass

Incomplete: The student's success (that is a pass) will be established only after re-examination in a specific area or areas which were deemed deficient. There is only 1 attempt at re-examination.

Fail.

2. A positive vote by at least three members of the Committee is required for a "pass."
3. The vote will be by written ballot.
4. Students are expected to pass within two attempts. If re-examination is to take place the committee will be reconvened. Failure to pass with two attempts constitutes unsatisfactory progress toward the Ph.D. and the student's Graduate Program Committee may recommend that the student be terminated from the program.

Passed by the full Faculty of the Psychology Department: January 26, 2015

Effective: August 15, 2015

Note: The Ph.D. Orals Committee chair records the scores arrived at by the four committee members on the rubric form and hands it in to the Graduate Student Services Coordinator. A copy must be put in the student's record.

(See Appendices Q & R for forms and notices related to the results of the Oral Examination or go to the School Psychology forms page [here](#).)

PSYCHOLOGY DEPARTMENT GUIDELINES

FOR THE DISSERTATION

The Graduate School has specific requirements and guidelines for the dissertation. The following is a supplement and departmental interpretation of the Graduate Studies Bulletin; it adds to, but does not replace, graduate school requirements. (see Appendix L)

The dissertation is both a process and a product. It is a process because preparation for it begins from the moment a student enters graduate school; it is a product because it occurs at the culmination of a graduate student's career and signals the student's emergence as a full-fledged colleague, a psychologist.

Because it is a process, the preparation for and execution of the dissertation occur over many years. This process can be broken down into a series of stages, each of which will be addressed separately. These general departmental guidelines are to be followed by all students. Each graduate program area may assign and attach more stringent and additional guidelines for the dissertation. The time frame for the dissertation is such that no later than five years after the Ph.D. candidate has successfully passed the comprehensive examination, the student must successfully defend a research dissertation.

In addition to their course work, students are encouraged to be involved in research projects. Such projects might be of their own design or those of faculty members in their graduate program. The seeds

of a fine dissertation are often germinated during a student's first or second year of course work, laboratory work, or field placements. Course work should be mostly completed before proposing the dissertation. The student should also be proficient in statistics and relevant statistical software prior to proposing the dissertation.

Developing an Idea

The dissertation is designed to be a meaningful venture. Students should develop an idea which has theoretical or practical utility. It is recommended that students define their topic in a manner that satisfies the following criteria:

The study is stated in terms of a question or problem which needs to be solved;

The question or problem is meaningful and interesting to the student, to the point where the student can sustain the interest over the course of an extended period of time;

The proposed study follows from some previous work such as a pilot study, a previous study conducted by the student, a review paper, work by other students and faculty in the department, or specific work in the field;

The proposed study helps to answer the questions being proposed.

Proposing the Idea

Technically, a formal plan for the dissertation is developed following successful completion of the written comps requirement, although dissertation work may be started earlier in the student's normal course of study.

Developing a Committee

At the time that the student is ready to begin work on the dissertation, the student's primary research mentor will serve as *dissertation director* to direct the dissertation, subject to the faculty member's consent. The dissertation director must be knowledgeable in the problem area.

Committee composition. A committee of at least two other faculty members in the department and one faculty member outside the department is also selected by the student in consultation with the dissertation director. At least one of the other two faculty members from the department should have some substantive knowledge in the area being proposed. This knowledge does not have to be especially focused, but the faculty committee members should be able to substantively add to the student's direction and research.

Outside faculty members. The faculty member who comes from outside the Psychology Department is on the committee to ensure quality control and to certify to the Graduate School that the dissertation and

its process have met university procedures and standards. This faculty member may have an interest and expertise in the student's area of research, but such expertise is not necessary.

Faculty members on the university staff who are affiliated psychologists (for example doctoral level psychologists who work for the medical school) may be added to the committee but should not replace a faculty member from within the university. Other faculty members who may have been trained as psychologists, but who do not practice psychology or who principally identify with some other discipline (for example social work or education), may serve as committee members. Such faculty must have prior approval from the department chair to serve on dissertation committees. If they do not, approval can be sought through the Graduate School. Please see the Graduate Student Services Coordinator to initiate this process if it applies to you.

Consultation with the dissertation director or other Major Professors will usually aid a student in determining who would be an appropriate faculty member from outside the Psychology Department.

Committee approval. Any faculty member, indeed any individual at any institution, can be proposed; exceptions to the standard policy require the approval of the program chair, the department chair, and the Dean of the Graduate School.

These faculty members constitute the student's dissertation committee and will constitute the examining committee for the oral defense. All members of the committee must be members of the graduate faculty. The committee acts for the department in all matters concerning the dissertation proposal, its execution, its final form, and the oral examination.

All dissertation committees must be approved by the graduate program chair and then by the department chair. Appeals of decisions by the department chair may be made to the Department's Executive Committee, with the department chair abstaining from any vote of the Executive Committee in such an instance (NOTE: The Executive Committee is composed of the directors of each of the graduate programs, the undergraduate program director, and two at-large faculty members). See Appendix L for example; actual form can be found online at:

https://www.sc.edu/study/colleges_schools/graduate_school/forms_library/index.php

Changing a committee. Once a committee is approved, it is considered exceptional for committee membership to change. A faculty member unable to carry out committee duties (e.g., due to illness, sabbatical leave, etc.) may, with approval by the student, ask for permission to be removed from the committee. A substitute member would then be obtained in keeping with procedures for original selection of the committee. A student changing the dissertation topic substantially may, with approval of the committee members, ask for dissolution of the committee. Under such circumstances, a new committee would be formed, and the entire normal process would resume from the beginning (i.e., approval of a proposal, etc.).

If the dissertation director or member of the committee leaves USC prior to the initiation of the actual data collection, a new dissertation director and/or member must be appointed. If the dissertation director, or a member of the committee under whom the work was performed, leaves USC after the initiation of data collection, the member may continue as the director or member of the committee if the defense of the dissertation takes place no later than one academic year following the prospectus meeting. This substitute

must be approved by the department chair and by the Dean of the Graduate School.

Preparing A Prospectus

Although there are minor variations in how the prospectus should be written (each faculty member has a view of the prospectus and you should consult with your dissertation director about this), there are major common elements of the written prospectus. The prospectus shall follow APA style guidelines [see the 7th edition, 2020: <http://www.apastyle.org>].

Sections of the Prospectus. There are four major sections: introduction, method, handling of results, and references.

The **Introduction** should contain a concise and relevant review of literature pertaining to the question or problems at hand. The question should be formulated within this section and the specific rationales should be given for the project. The introduction should read like a persuasive argument. Namely, the literature cited should indicate what has been done and why the proposed project follows logically from what has been done previously. The argument usually makes an explicit statement of the specific hypotheses tested in the research. The argument should also convince the reader that the particular way in which this project will be undertaken is necessary for a successful resolution of the problem.

The **Method** section should include the following subsections as appropriate to the project: subjects or participants, design, treatment conditions, raters or testers or observers, measures, tasks, apparatus, procedures, and scoring. (These are the most common, but not the only ones, nor do all of these have to be included.) The method section should be given in sufficient detail so as to allow the committee members to understand and critique all aspects of the proposed project, including preparatory details such as methods for recruiting subjects. If there are supportive details or information (e.g., consent forms, recruitment strategies, and copies of measures) these can be left out of the text of the method section and instead placed in appropriate appendices at the back of the prospectus. By placing materials in the appendices, the method section can read like a good journal article.

The third section, shorter than the previous two, is the only section which will be discarded when the final dissertation is written. This section details the methods of **statistical analysis** and the **potential interpretation** of the results. This section should give a detailed account of all statistical analyses that are planned, including specifications of planned and post hoc analyses. Secondly, this section should include a description of **expected results**. Finally, the significance and implications of expected results should be discussed. The entire section can be accomplished in anywhere from three to ten pages. It should not be very long but nevertheless should be inclusive.

A **reference section** must be included in the prospectus; it is a complete list of literature which is cited, prepared in proper APA format. Any additional information which is useful to the committee, such as informed consent form, instructions to participants, examples of stimuli, or other materials should be included in the prospectus (and the final dissertation) as **appendices**.

The written draft. The prospectus can vary in length depending upon the complexity of the problem and procedures undertaken. The final prospectus draft should be double spaced and typed neatly with all pages carefully proofread.

It is important that the committee not be convened until the dissertation director and the student determine that the prospectus is in proper form. It is often the case (and most dissertation directors insist) that the student will have shared the prospectus with all of the committee members in advance of any committee meeting being called. The prospectus should demonstrate that the student has full command of the area under investigation, that the basis for the project is sound, and that the procedures have been carefully thought out. A rushed prospectus is likely to engender reluctance and skepticism from committee members.

The candidate may have a reasonable expectation that the dissertation will ultimately be approved if the research is conducted in the manner specified in the approved prospectus. It is important, therefore, for the committee to reach agreement upon the design and implementation procedures of the research.

Expenses. If the cost of carrying out the dissertation research is great, the student may request financial support from the department and/or the graduate school. Summer dissertation fellowships are available and have been awarded by the Graduate School each year to deserving psychology graduate students. Support also is available through the Psychology Department's Tindall Research Award competition.

The Prospectus Meeting

The student arranges for a prospectus meeting and the announcement of this meeting is posted at least one week ahead of time (see Appendix U). The student should make arrangements for holding the meeting with the graduate office in the department. Any faculty member or graduate student in the department may attend the prospectus meeting. The dissertation committee will review the prospectus with the candidate. A copy of the final prospectus, with the written approval of all committee members, is filed in the student's folder (see Appendix V). **Students planning to apply for APPIC internships must have an approved prospectus by October 15th of the academic year in which they plan to submit their internship applications.**

Data Collection

It is expected that data collection for a dissertation will be performed on the Columbia Campus or in the Columbia area, under the direct supervision of the committee. Exceptions will be possible under unusual circumstances, but the rationale for such exceptions must be extremely persuasive. Such exceptions must be approved by the student's dissertation committee, and program area committee, as well as by the chair of the department. Such approval would require the specification of an on-site research supervisor acceptable to the approving bodies within the department, as well as that potential supervisor's agreement to assume responsibility equivalent to that of a department faculty member serving as supervisor. It should be noted that all research (both on and off-campus) may require approval by the USC Institutional Review Board (IRB), as well as any similar body for the setting in which the research is to be pursued, prior to data collection. For forms and information, talk with your dissertation chair.

Review of Progress. No later than two years after the prospectus meeting, the student's dissertation committee must have a formal committee meeting to review the progress of the research. If no meeting is held within two years after the prospectus meeting, the student will be required to start anew. It is the responsibility of the student to see that the meeting is convened. If, during the course of the research, the student encounters difficulties so that the student is not able to continue in the manner approved at the prospectus meeting, the student should obtain written approval of the dissertation committee to amend the

prospectus. This amended prospectus must be placed in the student's file.

Regular Consultation with the Dissertation Director

Consultation with the dissertation director is permitted and encouraged. During the analysis and write-up phase of the dissertation, it is permissible for the student to get feedback on all aspects of the project. Typically, several drafts of the final dissertation are reviewed by the dissertation director and given back to the student for revision. At this point, it is permissible and highly recommended to get feedback from committee members as the dissertation is being prepared.

Preparation of the Document

The final document, after having been reviewed and approved of by the dissertation director, may be submitted at least once to the other committee members for their feedback. After feedback from committee members, the final version of the document can be prepared. This final version should be consistent with the guidelines published by the graduate school (type size, margins, paper weight and other such rules), and in APA style. Committee members should have a completed document two full weeks prior to the date of the defense.

The Oral Dissertation Defense

The defense of the dissertation is the culmination of a lengthy process of research and scholarly effort. It is a time of celebration and of closure; it also marks the beginning of new careers. The Psychology Department fully expects that each candidate who has proceeded through the development of a dissertation should see and mark the occasion of the dissertation defense in a positive manner.

The defense has traditionally been seen as an examination. While it is still an evaluation of the student's final piece of work, the likelihood that a student will pass is exceedingly high, if all other stages and aspects of the dissertation process have been successfully navigated. Students should approach the defense as a meeting of closure with anticipation, but with every expectation for a celebratory success. The faculty and students of the Psychology Department are encouraged to come to dissertation defenses. Each student's culmination of work should be seen as a success not only for the student, but also for the department, the university, and the academic body as a whole.

The dissertation defense should not be scheduled until (1) the dissertation director is satisfied with the final draft; (2) all other work and department or university requirements are completed, including the PhD Orals; and (3) the dissertation committee members will have had sufficient time to read the final draft (a minimum of two weeks).

The oral defense of the dissertation must be announced in the department at least one week in advance by submitting the Dissertation Defense Announcement form to the Graduate Program Coordinator (see Appendix W for example of form; the actual form can be found in Blackboard).

The dissertation defense must be announced at least two weeks in advance on the Graduate School's webpage by submitting an electronic form to the Graduate School (see Appendix W).

The meeting will take approximately one to two hours. The chair of the examining committee, who will conduct the proceedings, is the outside faculty member (from another department in the university). The dissertation director will introduce the student to those assembled (briefly). The student will then make a one-half hour presentation of his or her research. The presentation will be followed by a series of substantive questions by the examining committee. The nature of the questions will deal with issues that are raised by the research; this should be an intellectual debate of theories, data, or applications. Questions and comments would not ordinarily deal with proofreading and technical errors; such matters should be dealt with in advance of the oral defense. Anyone else assembled may then ask any relevant questions that they might have. As the conclusion of the examination, the examining committee will ask all assembled to leave the conference room so that they may deliberate.

There are four possible outcomes. (1) Students can successfully pass the oral dissertation defense and signatures placed on the cover sheet to the dissertation; (2) students can pass the defense, but a signature of the dissertation director might be withheld until the student has made certain necessary changes in the document, as deemed appropriate by the committee; (3) students can be told that major changes need to be incorporated into the dissertation, that the defense meeting is being broken into two parts, and that the committee will reconvene to consider the changes that the student makes; or (4) the student fails - failure would come about because of gross incompetence, plagiarism, unethical behavior, or some other major unforeseen situation which, in the eyes of the faculty, nullifies the process and product of the dissertation. This is a highly unusual circumstance which would occur only in quite exceptional cases, if all other aspects of the dissertation process have been followed successfully (see Appendix L).

Publication

Students are encouraged to publish their dissertations. The student must be the sole or senior author of the publication. The student, however, may assign junior authorship to others who have made substantive contributions to the work.

NOTE: Graduate Research Competency and Doctoral Dissertations

(Approved by General Faculty: 10-05-82)

A doctoral dissertation should show a student's competence in research. Accordingly, the student should understand and be able to discuss and defend all parts of the dissertation including, and especially, the research methods employed. While students may obtain assistance, each student shall be responsible for informing the dissertation committee concerning the nature and extent of such resources. Furthermore, it is incumbent upon the student (even at the prospectus meeting) to understand why a particular design or analysis has been employed, and how this design or analysis addresses research questions and is an appropriate design for analysis. Of course, additional and/or different analyses may become necessary as a result of the outcome of the research.

SCHOOL PSYCHOLOGY INTERNSHIPS

The internship is a full-time field experience supervised by a school district, child guidance center, hospital, mental health agency, consortium, or other approved setting which provides opportunities for practice and supervision of the major professional functions of the school psychologist. The internship is taken after completion of course work and practica, and is designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills.

Doctoral students take an internship after the completion of all course work, usually during the fifth year. Internships provide experience in basic school psychological skills such as assessment, consultation, direct and indirect intervention, staff development, and educational programming. The internship also emphasizes the use of advanced skills in dealing with severe individual and small-group problems, as well as problem identification and problem solving at the systems level. The internship experience is also designed to foster leadership skills in the creative use of existing resources and development of new resources which will enable schools to provide more appropriate educational services to children and youth. Some USC school psychology students elect to complete their internships with school districts in the Columbia area. Others have secured internships in APA-approved programs. Recent student internship placements include:

Newark Public Schools (NJ)	Dallas Independent School District (TX)
Crowley's Ridge Educational Cooperative (AR)	Guilford County Schools (NC)
Guilford County School District (SC)	Virginia Beach Public Schools (VA)
Richland II School District (SC)	Gwinnett County Schools (NC)
Kennedy Krieger Institute, Johns Hopkins University (MD)	May Institute (Boston, MA)
Cypress Fairbanks ISD (TX)	Lexington School District 5 (SC)
USC School of Medicine	Greenville Public Schools (SC)
Miami Children's Hospital	Illinois School Psychology Internship Consortium
Louisiana School Psychology Internship Consortium	St. Luke's Roosevelt Hospital at Columbia University (NY)
Sarah A. Reed Children's Center (PA)	USC Athletic Department
Richland II (SC)/USC School of Medicine	Oregon Health Science University
Rock Hill School District 3 (SC)	USC Pediatric Clinic/Richland 2 School District
Lexington School District 1 (SC)	Milton Hershey Residential School (PA)
	Detroit Children's Hospital

The doctoral level internship consists of a minimum of 1500 hours. One school year will adequately cover this time requirement. The program has accepted the internship criteria adopted by The Council of Directors of School Psychology Programs. See page 51 or a copy of these guidelines. For students without a prior internship in a school setting (that is, typically students who enter the program without a Master's in School Psychology) at least 600 internship hours must be in a school setting, or deal with school-related issues, as required by NASP standards.

Although service needs of the school district may determine the specific activities of the intern, a range of service provision functions should be engaged in. The intern should have experience at all educational

levels (elementary, middle, high school) and should engage in the following types of activities:

- Comprehensive evaluation of a range of disabilities;
- Participation in staffing related to placement of students with disabilities;
- Individual and group counseling of students with emotional and/or behavioral problems;
- Teacher consultation;
- Parent consultation;
- Behavioral programming for teacher and parents;
- Staff development;
- Parent training;
- Assistance with program planning, development, and evaluation activities; and
- Assistance with managerial and administrative activities.

Applying for Internships

Before applying for internships, students must have the formal approval of the School Psychology faculty. Students must request permission to apply for internships by the beginning of the fall semester of the fourth year (or the fall semester before the beginning of an internship).

When considering a student's request for permission to apply for an APPIC internship, the faculty will evaluate the following: a) progress in completion of course work; b) successful completion of the written comprehensive examination; c) research progress, including the completion of the master's thesis; d) the dissertation prospectus being approved by October 15th; and e) an assessment of applied professional skills.

In the fall of the year of internship application, all prospective applicants will meet as a group with the Program Director to discuss the process and requirements. In addition, all students should discuss their interests and possible internship sites with their respective academic advisors.

Students seeking non-APA, school-based internships should meet with the Program Director to discuss the process for contacting and interviewing with Columbia-area school districts. It is the student's responsibility to follow through with the application process of the individual school districts. Individually-arranged school internships will require a contract between the school district and USC, arranged by the Program Director.

Students seeking an APA-approved internship must complete the uniform application required by the Association of Psychology Postdoctoral and Internship Centers (APPIC). A list of APA-approved internships can be found at: <http://www.apa.org/ed/accrreditation/intern.html>. Information about APA internships and the application process, including a copy of the application, can be found on the APPIC website at: <http://appic.org/>. Students are responsible for requesting written information directly from individual internship sites.

To assist in completing internship applications, students are strongly encouraged to maintain detailed logs of the professional experiences they gain, beginning in the very first semester of training. Reviewing the APPIC application will help you to determine the types of information to record. A spreadsheet of

relevant information, based on the uniform application for APA internships, has been developed and is available on Blackboard.

Prerequisites for Beginning the Internship

It is the student's responsibility to ensure that all criteria have been met prior to the internship year. In addition to meeting all prerequisites for applying for an internship (see above), students must meet the following criteria before they will be permitted to begin the internship: a) endorsement of the school psychology faculty, b) completion of all course work, and c) successful completion of the doctoral oral exams. Students are encouraged to complete their dissertation **prior to** leaving on internship. Although internship sites are encouraged to allow interns to spend up to one day per week on dissertation research, students have found it very difficult, sometimes impossible, to make progress on their dissertation during the internship year.

Course Enrollment

While on internship, students must register for USC course credit (PSYC 865) - one credit per semester. Students must submit Internship Supervisor Rating Forms (see Appendix Y) at the mid-point and end-point of the internship to the Program Director (available from the Program Director). Following internship students must maintain continuous enrollment until they officially graduate.

Council of Directors of School Psychology Doctoral Level Internship Guidelines (Approved by the Membership, May, 1998)

In the absence of special circumstances, an organized training program in School Psychology meeting these guidelines will also be considered as meeting the "Guidelines for Defining an Internship or Organized Training Program in Psychology" used by the National Register to identify an acceptable internship or organized training program, one of the several requirements for listing in "The National Register of Health Services Providers in Psychology.

1. A School Psychology internship is an organized training program which, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experience. The internship is the culminating training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of all coursework leading to the degree. The primary focus and purpose is assuring breadth and quality of training. The School Psychology internship is designed to meet the needs of the graduate students and should provide an extension of education and supervised training from the university program. The internship must include a range of activities such as consultation, assessment, intervention, supervision, and research that are designed to meet the health and psychological needs of clients.
2. The intern shall spend time in research activity which may include evaluating the outcomes of services delivered and the effectiveness of the intern's own training. This time shall not exceed 25% of his or her time in direct (face-to-face) psychological services to clients or patients.
3. The internship agency has a written statement or brochure which describes the goals and content of the internship program, states clear expectations for the quality of trainees' work, training, and supervision, and is made available to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quality and quantity of the work. Each intern should have a written statement that includes, but is not limited to, salary, benefits, reimbursable travel, holidays and other relevant data.
4. Internship programs have documented due process procedures for interns which are given to interns at the beginning of the training period.
5. Full-time internships may be completed in no less than 9 months; part-time internships may extend no more than 24 months. The internship year must include a minimum of 1,500 hours in activities described above.
6. Internship agencies are required to issue a certificate or "Official Statement" of psychology internship completion to all who have successfully completed the internship program.
7. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed/certified by the State Regulatory Board of Psychology to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and (c) is present at the training facility for a minimum of 20 hours per week. Intern supervision may

be shared with other appropriately credentialed personnel in the psychological service unit, but the licensed/certified psychologist assumes 100% responsibility for the supervision provided. The psychological service unit providing the internship training has at least two psychologists on the staff.

8. The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with the psychological services rendered directly by the intern. The supervisor (described in #7 above) must provide at least one hour per week of supervision.
9. In addition to individual supervision (as described in #8 above), there is an additional average of at least two hours per week in scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, and in-service training. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending school board meetings (if the internship is in a school) or observing other units in delivery of health and/or childcare services.

The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns. The internship must have two or more full-time equivalent interns. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic areas or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meeting of interns for several hours on a monthly basis.

10. Publics must be co-signed by the licensed psychologist supervisor for the intern.
11. The trainee has a title such as "intern," "resident," or other designation of trainee status.

ADDITIONAL RESOURCES AND OPPORTUNITIES

Graduate Student Computer Lab

The Department maintains a computer lab on the second floor of Barnwell. Computers are available to all graduate students for their course, practicum, assistantship, and other training and professional responsibilities. These computers have word processing, statistical, and other packages necessary for students' work. They also provide access to the University's "network" of programs and to the worldwide web. Although each student is assigned an individual university account, the computers are used by multiple students and therefore, confidential information (e.g., information about clients) must not be saved to hard drives or network accounts.

Office Space

Many psychology graduate students are assigned shared offices in the Barnwell building. Unfortunately, the building does not have sufficient space to house all grad students. Office space, if available, will be assigned only to those in years one to four, and priority is given to those with departmental work assignments. Some students working as Research Assistants may be assigned space within their respective research labs. The Department Chair is responsible for making student office assignments. A large graduate student lounge available to all graduate students is housed on the first floor of Barnwell College.

Psychology Services Center (<https://psych.sc.edu/psc/welcome-psychology-services-center>)

The Psychological Service Center (PSC) is a clinic operated by the Department of Psychology as a training facility for students in the Clinical-Community and School Psychology programs. Students enrolled in specific practica provide therapeutic intervention and psychological assessment services for children, families, and adults. Services are offered by graduate students, supervised by departmental faculty. School Psychology students are involved with the PSC through course assignments, participation in clinic "staffing," and enrollment in clinical practica.

Psychological Services Center Test Library

The department operates a test center for students to check out psychological and educational tests, as needed, for courses, practica, etc. It is expected that all tests will be returned no later than the end of the semester in which they are checked out. Any tests not returned will be charged to the student at the new replacement cost. Do not check out tests in the name of other students. No student will be allowed to enroll in courses or receive financial support unless these charges are paid or, if the charges have been waived due to unavoidable circumstances (e.g., theft), at the discretion of the Psychology Services Center Director.

Thomas Cooper Library (<http://www.sc.edu/library/>)

Graduate students have full access to the Thomas Cooper Library, located on the campus. All students are encouraged to become familiar with the full range of services and resources of the library. Tours are provided by the library staff and training sessions, focusing on library research (including electronic

searching), are offered by the reference librarians. In the course of your graduate work, you will be expected to make full use of multiple databases relevant to the study of psychology, including those in medicine, sociology, public health, nursing, social work, etc. A wide array of databases is available through the library's computers and many are available from other university library systems. The library is continually expanding the range of resources that can be accessed from personal computers, so students are encouraged to keep abreast of library developments.

Colloquium Series

Several times a semester, distinguished psychologists from outside the university make scholarly presentations through the departmental colloquium series. This provides an excellent opportunity for learning, regardless of the area of the psychologist. Graduate students are expected to attend these colloquia, which are customarily held on Mondays at 12:00 p.m.

USC Websites

The University maintains a website that can be accessed at <http://www.sc.edu/>. The site contains links to a range of information and resources that you will need as you progress through the program.

Professional Involvement

Students are encouraged to become professionally involved through organizations such as:

South Carolina Psychological Association (SCPA)

<https://scpsychologists.net/>

South Carolina Association of School Psychologists (SCASP)

<http://scaspweb.org/>

Southeastern Psychological Association (SEPA)

<https://www.sepaonline.com/>

American Psychological Association (APA)

<http://www.apa.org/>

APA Graduate Students (APAGS)

www.apa.org/apags/

National Association of School Psychologists (NASP)

<https://www.nasponline.org/>

Participation in the student programs of these organizations and attendance at annual meetings will facilitate your growth as a psychologist. Graduate students are encouraged to take part in professional meetings through the presentation of papers or as a part of a division, interest group, discussion group, etc. Whenever possible, students should attempt to publish the results of their research in appropriate professional journals. Your advisor and/or research supervisor can assist you in preparing your work for presentation and/or publication.

Financial Support

Your acceptance into the program may or may not come with an offer of financial support, either through the department or an outside contract/grant. Each year, a variety of departmental assistantships are available. These assistantships require (20) hours of work per week in the department as research or instructional assistants. In addition to departmental positions, the program maintains several community assistantships which include placements in local schools and agencies. These assignments are made by the program director, although the student may be given leads and asked to interview with the agency. The 2022-2023 stipend for a 9-month assistantship for an incoming student is \$18,250. A number of opportunities also exist for advanced students to teach undergraduate psychology courses. To qualify, students must have taken Psychology 790 (Teaching of Psychology) and the Instructional Development Project's workshop in teaching (see further details below). Advanced students sometimes teach courses during the summer for additional income and experience.

In the spring semester each year, students will be notified by the Department Chair and/or Program Director of departmental and community assistantships that will be available for the following year. Upon receiving the necessary information, students should discuss their interests with their mentors and then inform the Program Director of their preferences. Students will be responsible for following any application procedures for grant-supported assistantships and community placements. Details of the process will be announced by the Program Director as they become available. All departmental assistantships include a reduction in tuition and fees. Students must declare to the IRS monies received from assistantships and all other sources of support.

Students are encouraged to pursue any grants, fellowships, and research support for which they might qualify. These are generally available through various funding sources, including the Graduate School, the Department, and professional organizations. For example, the individual divisions of APA frequently support dissertation research related to the division's topical area of interest. Students should discuss potential sources of funding with their academic advisors and/or research supervisors. The chair of the Psychology Department Awards Committee also maintains a list of sources of student funding, which is periodically distributed to students.

Teaching Undergraduate Courses as Instructor-Of-Record

1. No graduate student in the Department will be assigned to teach a course independently until the student has taken the USC Instructional Development Project's workshop on teaching, which is offered in August each year, and has demonstrated teaching competency by satisfactory performance in Psychology 790. A student who has presented to the Chair of the Department evidence of previous successful independent teaching experience on the college level may ask for exemption from the above requirements.
2. Each graduate student teaching independently will be assigned a Teaching Advisor by the Chair of the Department. The Teaching Advisor will be a full-time faculty member of the Department. The advisor will be responsible for assisting the student with selecting a textbook, preparing a course outline, selecting teaching techniques, and grading students.
3. Each graduate student teaching independently must be evaluated on at least one occasion in each course which they teach by a faculty member selected by the Chair of the Department. This provision will take effect after approval by the Department faculty.

ADDITIONAL POLICIES

University Grading Policies

(http://bulletin.sc.edu/content.php?catoid=90&navoid=11018#Grading_Policies)

Students must maintain a cumulative grade point average of 3.00. Graduate students whose cumulative GPA drops below 3.00 will be placed on academic probation and allowed one calendar year to raise the GPA to at least 3.00. See the Graduate School Bulletin for further details. Additional considerations specific to the School Psychology program can be found in Appendix X and on page 60 under “Dismissal from the Program” of this handbook.

A grade of I (incomplete) or NR (no record) may be given by an instructor. Incomplete work must be made up promptly (one semester for NR; one year for I). If the work is not made up, and the grade of I changed by the instructor within one year, the grade will automatically be changed to an F.

Plagiarism

Plagiarism is defined as "presenting, as one's own, the work or the opinions of someone else." Most students define plagiarism as "copying material of some sort, either word-for-word or sentence-for-sentence." Although that definition is accurate, the criterion is not merely copying material; ideas, conclusions, and ways of organizing material can be plagiarized. Specifically, one is guilty of plagiarism when any of the following occur:

1. The words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, etc.) without acknowledging the source.
2. A student submits another's work in lieu of their own assignment.
3. A student allows another person to revise, correct, or in any way rewrite their assignment without having the approval of the instructor.
4. A student submits written assignments received from commercial firms, fraternity or sorority files, or any other source.
5. A student allows another person to take all or part of their course.
6. A student submits an assignment (a paper, a library assignment, a revision, etc.) done together with another student without having approval from the instructor.

Penalties for plagiarism may include, but not be limited to, failure for the piece of work involved, failure in a course, or dismissal from the Graduate Program.

Grievance Procedures

The Graduate School has established grievance procedures for students. Students should consult the Graduate School Bulletin and/or the Carolina Community Student Handbook and Policy Guide (CCSHPG) for specific procedures. Students may first direct complaints to the Program Director, Psychology Ombudsperson, or the Psychology Department Chair, preferably in that order.

Most student complaints can be resolved informally. In most cases, a grievance should be filed only following an informal attempt to resolve the situation with the individuals involved, including the Program Director, Ombudsperson, and/or Department Chair. If the situation cannot be resolved informally, the student should submit a written grievance to the School Program Director. The Director will then call a meeting with the student and relevant parties to discuss and attempt to resolve the complaint. If successful, the relevant individuals will be informed of the outcome of the meeting in writing and steps will be implemented to monitor the subsequent efforts to resolve the complaint. If the student is not satisfied with the outcome of the meeting with the Program Director, the Program Director will send all information related to the grievance to the Department Ombudsperson or Department Chair. Subsequently, the procedures specified by the USC Graduate School Bulletin and CCSHPG should be consulted.

Resources related to grievances:

Graduate School Bulletin:

<http://bulletin.sc.edu/content.php?catoid=35&navoid=4243&hl=grievance&returnto=search>)

Academic Grievance Policy: <http://www.sc.edu/policies/ppm/staf630.pdf>

Non-Academic Grievance Policy: <http://www.sc.edu/policies/ppm/staf627.pdf>

USC System Policy on Sexual Harassment

The University has an extensive and thorough policy dealing with sexual harassment. It generally holds that sexual harassment of employees or students in the University System is prohibited and shall subject the offender to disciplinary action which may include, but is not limited to, transfer, demotion, or dismissal. This policy is in keeping with federal guidelines which address the issue of fair employment practices. It is also the policy of the University that false accusations of sexual harassment shall not be condoned. The complete policy may be obtained from the Department Chair or may be downloaded from the USC Internet home page (www.sc.edu). Students who believe that they may have been subject to sexual harassment should go immediately to the Program Director, Department Chair, or faculty member serving as Student Ombudsperson (see Assistant to Department Chair for name). There is no confidentiality in this circumstance. Any faculty who learns of sexual harassment must report the alleged offender, even if the student desires otherwise or is unsure. Confidentiality can be maintained, however, if the student seeks consultation and/or pursues action through the Office of Equal Employment/Affirmative Action, or goes through the Office of the Vice President of Student Affairs.

Residence

Students must be aware of requirements regarding residency, requiring that more than 50 percent of the course work for a program be completed through the Columbia campus. Applicable information on

residence requirements can be found in the Graduate Studies Bulletin; students should consult the Bulletin in force at the time of admission to the program for details.

Liability

Students working in the various practicum placements, or as part of other courses, are normally covered by the University's tort liability insurance for work required by the course or practicum. Students who have community-based paid assistantships, sponsored by the University, are employees of the University and, therefore, also covered by the University's insurance and Workers' Compensation for work required for the assistantship. Students enrolled in internships for University credit are also covered by the University's tort liability insurance. However, in most professional training programs, students purchase additional, individual liability insurance through professional organizations such as APA or NASP. For information regarding APA insurance for students call 800-852-9987 or check the APA website. For information regarding insurance through NASP call 800-256-9366 or check the NASP website.

Policy for Student Requests to Engage in Additional Professional or Academic Activities for Compensation

Any student wishing to engage in professional or academic activities for pay, in addition to or in lieu of those assigned as part of an assistantship or fellowship, shall apply in writing to their advisor before accepting such employment. This application shall contain the following information:

Dates of prospective employment;
Hours to be worked per day;
Hours to be worked per week;
Specification of duties;
Prospective employer;
Name and qualifications of supervisor;
Arrangements for supervision;
Pay scale (or provisions of payment); and
Formal qualifications for this employment (courses, employment history, certification, etc.).

The advisor will then recommend to the entire School Psychology faculty approval, rejection, or conditional approval of the application. The faculty act on the application and inform the student in writing of the final disposition of the application. The advisor and the School Psychology Program Committee will consider the following when acting on an application:

- The appropriateness of the proposed employment in view of the student's preparation for the duties
- The academic record of the student (i.e., can they afford the time?)
- Legal aspects (certification, licensure, use of state facilities, state owned materials, etc.)
- Ethical constraints
- Adequacy of supervision
- The student as a representative of the program
- Other responsibilities (e.g., summers, holiday, etc., that may drastically alter demands upon time)
- Potential benefits in the proposed employment

- Appropriateness of pay level (i.e., fairness to both the student and the employer)
- Does the student need the money?
- Are there gains that may accrue to the program?

A copy of the application and a statement of disposition shall be placed in the student's file.

The only exception to this policy is the case in which a student seeks and/or accepts an assistantship in another University of South Carolina department when an assistantship is not available in the Department of Psychology. The Director, however, should be informed of the search and any assistantship obtained. No student is allowed to have any employment during the academic year in addition to an assistantship without informing the Director and securing faculty approval.

No outside assistantship can exceed 20 hours per week. This is to include all time devoted to the assistantship, including travel, research, and writing time. Students need prior approval before accepting any assistantship outside of the Midlands area (counties of Richland, Lexington, Kershaw, and Fairfield).

Teaching

No student may teach at USC without attending the teaching workshops sponsored by the Graduate School and taking the department course, PSYC 790, College Teaching of Psychology. The former is a requirement for assignment as a teaching assistant. Teaching at another school must be approved by the Director. Procedures for requesting faculty approval for additional work are described above.

Change of Program Area

A change in program area may come about by a student's choice or at the suggestion of the School Psychology faculty. If a student wishes to withdraw from the School Psychology program and enroll in a different program, a letter of release must be obtained from the School faculty. Then the student must submit a formal application to the new program area and be formally accepted by the faculty in that program area. Acceptance by one graduate program does not guarantee acceptance by any other. It would be wise to work very closely with your academic mentor if such a change is desired.

Leave of Absence

In unusual circumstances such as personal illness, pregnancy, or illness in the family, a student may submit a written request to the School Psychology Program Committee for a leave of absence, not to exceed one academic year. If you are on an approved leave, February 1st is the deadline for notifying us if you wish to return for the following fall semester. Failure to meet this deadline may result in program termination and/or loss of financial support.

Family Leave Policy

The University of South Carolina's Graduate Student Family Leave (GS-FL) policy establishes minimum standards for accommodation for a leave associated with childbirth or adoption. The policy is designed to assist a matriculated graduate student who is the primary child-care provider immediately following the birth or adoption of a child. It is designed to make it possible to maintain a student's enrollment status

under a new category of existing special enrollment (Z-status) and to facilitate the return to class work, and where applicable, research and teaching, in a seamless manner. Medical complications or other extenuating circumstances are not included in this policy. Such situations are more appropriately covered by the University's current policies regarding course incompletes and withdrawal and/or leave of absence due to extenuating circumstances. These policies are located in the online [Graduate Studies Bulletin](#).

Continuous Enrollment

Continuous enrollment for all school psychology students is required in order to assure that students make continual, systematic progress in their program. All students must enroll each semester for an appropriate number of credit hours until the completion of all program requirements (including internship and dissertation). The minimal acceptable registration is one (1) credit hour. The enrollment should, in all cases, adequately reflect the use of faculty time and university facilities. **Failure to enroll constitutes self-dismissal from the School Psychology Program.** This requirement means that students need to stay informed of university registration procedures at all times.

Revalidation of Course Work

Doctoral students must revalidate any courses which are more than eight years old. Each course that requires revalidation will incur a fee, paid for by the student. Students will also be required to complete an examination prior to revalidation of each course. It is strongly advised that all students complete the program within this eight-year period to avoid the costs and difficulties of revalidation. Consult the Graduate Studies Bulletin and webpage for current information.

Program Policy on Grades Less than B

The School Psychology Program strives for excellence in academic and professional work. The faculty expects this from every student. Grades of A signify excellence. Grades of B and B+ signify good to very good performance appropriate for doctoral level work. Grades of C+ or lower indicate unsatisfactory performance. The Graduate School stipulates that any student receiving four grades below B will automatically be terminated from graduate school. While the Graduate School accepts a limited number of grades less than B, faculty considers a grade below B as less than satisfactory performance and an indication of deficiency in the content area. Students receiving a grade less than B in any required graduate course in the Department will be expected to submit to the Program Director and Major Professor a plan for remediation of deficiencies that have been identified by the instructor. The instructor should also be consulted in developing the remediation plan, as appropriate for the instructor's relationship to the program. Remediation may consist of repeating the course, auditing the course, additional coursework, selected reading in the area, or other strategies proposed by the student in consultation with the course instructor and Major Professor. The written explanation and plan should be submitted before the beginning of the next academic semester following the unsatisfactory grade and will be reviewed by the program faculty for approval by a vote (two-thirds of voting faculty must approve the plan). After the remediation has been completed, the student must obtain the Major Professor's written statement to that fact and a copy should be given to the Program Director. The remediation of the unsatisfactory coursework, however, does not result in a change of grade for that course.

Student Remediation Process: Performance Improvement Plans

If a student is not making adequate progress towards program milestones, demonstrates any unsatisfactory ranking on annual reviews, fails to meet program competency requirements, or is untimely in the completion of program requirements, the program will require the student to complete a performance improvement plan. The student will be notified of this requirement in a letter/email from the program director. The student will then meet with the program director and the student's major professor to discuss the areas of underperformance and review a proposed performance improvement plan. The performance improvement plan will be developed between the student's mentor and the program director, and the program faculty will review and approve the plan. Performance improvement plans will be explicit, with stated criteria for judging their success or failure as well as a specified timeline for completion. Failure to complete the performance improvement plan in the timeline and manner expected will result in faculty voting to dismiss the student from the program.

Dismissal from the Program

Occasionally, students must be dismissed from the program because of inadequate academic and/or professional performance. Under ordinary circumstances, we allow students to complete at least two semesters here, as we want to provide the opportunity for students to rectify any deficiencies. At the end of two semesters, those whose performance is clearly inadequate will be terminated. Faculty consider more than grades in evaluating a student's performance in the program. The faculty will make evaluations based on interpersonal skills, tact and judgment, dependability, work habits, attitude, and professional, ethical conduct. Any student will be automatically dismissed when three school psychology faculty members recommend dismissal and document the specific reasons for the recommendation.

STUDENT ASSOCIATIONS

Psychology Student Advisory Board (PSAB)

The Psychology Student Advisory Board (PSAB) is a graduate student organization that was created to provide graduate students with an organized voice within the Department. The first graduate student organization, known as the Psychology Graduate Student Association (PGSA), was founded in 1969 and has evolved into the PSAB of today. The primary goal of PSAB is to provide a formal platform for intra-department advocacy for graduate students. Elected PSAB members often meet with department leadership to engage in meaningful dialogue related to student training, the promotion of self-care, and various graduate student comments and concerns. Elected members typically serve alongside faculty on relevant committees (e.g., Diversity and Inclusion Committee, Mental Health Taskforce, etc.) to enact department-wide changes to support graduate students. All graduate students in the Department automatically belong to PSAB and are encouraged to attend meetings and provide input to better the department for current and future students.

PSAB created a graduate student mentoring program (Peers Empowering Excellence through Positive Support, or PEEPS) to match newer graduate students with a more experienced graduate student mentor. The individual pairings offer support and guidance to one another, while the overall PEEPs program goal is to build a sense of community throughout the department. While there is no defined structure to the PEEPS partnerships, but pairs are encouraged to discuss course registration, clinical training, professional development, and any other challenges either member faces through their time in the psychology department.

Psi Chi

Psi Chi at the University of South Carolina is a chapter of the national honor society in psychology. Any psychology graduate student may become a member, and membership is open by invitation to scholastically qualified undergraduate majors. Psi Chi has traditionally been the social and service organization of graduate and undergraduate psychology students at the University of South Carolina. Its activities, in which faculty members have usually taken part, have included parties, educational movies in the field of psychology, and providing a coffee hour with refreshments for visiting colloquium speakers.

University Graduate Student Organization

In addition to the organizations mentioned above, there is a university-wide graduate student organization. It serves as a forum for graduate students to discuss important issues and participate in relevant committee work. Students are encouraged to see the program director for information on this organization.

USC Psychology Department Diversity & Inclusion Committee

The Psychology Department Diversity & Inclusion Committee addresses important issues related to diversity and inclusion considerations in training, practice, and research. The committee is composed of faculty and students from all programs within the department.

Student Representation at Faculty Meetings

Students in the first-year class and advanced classes elect representatives who attend school psychology faculty meetings and serve as a liaison between students and faculty.

Student Affiliation in Professional Organizations

National and state professional organizations offer student memberships. Students are encouraged to join these organizations as one method for staying current with issues in school psychology through newsletters, journals, and attendance at professional conferences. Inquiries about these memberships can be addressed to:

National Association of School Psychologists
Membership Department
4340 East West Highway Suite 402
Bethesda, MD 20814
www.nasponline.org
301-657-0270
Fax 301-657-0275

American Psychological Association
750 First Street, N.E.
Washington, D.C. 20002-4242
<http://www.apa.org/>
202-336-5500

South Carolina Association of School
Psychologists
PO Box 1177
Irmo, SC 29063
<http://scaspweb.org/>
803-749-2323

APPENDICES

Appendix A

Course Waiver Form

To: Graduate School

From: _____

Director of _____ program

Advisor

Re: _____
Student's Name

USC Course Waived	Non-USC Course Course#	Substitution Title	Credits	Institution
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Appendix B

Individual Course Waiver Form - School Psychology Program

TO BE COMPLETED FOR EACH COURSE BY END OF FIRST SEMESTER IN PROGRAM

A. Student Name _____

B. Course to be waived _____

C. Data presented in support of course waiver. Note all specific course names, numbers and institutions that are applicable.

D. Evaluation by instructor:

E. Needed steps to be completed before waiver is approved:

Student Signature

Date

Instructor Signature

Date

Graduate Director Signature

Date

Appendix C

Student Accomplishment Report

ACCOMPLISHMENT REPORT

Graduate Student's Name _____ Mentor _____
 School Psychology Program

Dates / Effective Term Completed						
Annual Progress & Evaluation						
Annual Goals						
Student Annual Report						
TA Memorandum of Agreement						
Z-Status/Special Enrollment						

Dates / Effective Term Completed	
Change of Status (COS) Request Form	
Thesis Prospectus	
M.A. Oral Comp. Exam/Thesis Defense	
Thesis Signature & Approval Form, G-TSF	
M.A. Oral Comprehensive Examination	
General Comprehensive Paper Form	
General Comprehensive Paper Outline *Approval Form, Written Composition	
Results of General Comprehensive Paper	
Qualifying Exam Form	
Results of Specialty Comprehensive Exam	
M.A. Program of Study (MPOS)	
M.A. Graduation Application	
M.A. Graduation	
Results of Ph.D. Oral Comprehensive Exam	
Competency Assessment for Ph.D. Oral/Written Exams	
Competency Assessment for Ph.D. Specialty Exams	
Dissertation Start Up Topic & Committee Approval Form	
Dissertation Prospectus Action Form	
Dissertation Defense	
Internship Completion Form	
Ph.D. Program of Study (DPOS)	
Doctoral Committee Appointment Request (G-DCA I Form)	
Doctoral Committee Appointment Request	
Dissertation Prospectus	
Dissertation Defense	
Ph.D. Graduation Application	
Graduation Date	

Notes:

(See Graduate Program Coordinator for a copy of this report)

COURSES WAIVED: List all courses for which you have received an official waiver
(**Note:** Requests must be submitted in your first semester)

Course# Course Title Instructor

COURSE WORK: List courses completed and grade for each:

1st YEAR:
Course# Course Title Grade

2nd YEAR:
Course# Course Title Grade

3rd YEAR:
Course# Course Title Grade

4th YEAR:
Course# Course Title Grade

5th YEAR:
Course# Course Title Grade

PRACTICUM EXPERIENCE: For each year, list your practicum placement(s), supervisors, and a brief description of the populations with whom you worked, and the types of experiences you had. Use the database for the APPIC application to record details about clients, types of assessment, types of treatment, etc.

1st YEAR

Placement

Supervisor

Populations & Activities

2nd YEAR

Placement

Supervisor

Populations & Activities

3rd YEAR

Placement

Supervisor

Populations & Activities

4th YEAR

Placement

Supervisor

Populations & Activities

5th YEAR

Placement

Supervisor

Populations & Activities

RESEARCH AND GRANT EXPERIENCE: For each year, describe your research involvement (skills developed, projects initiated and completed, your role etc. For grant supported research, identify the principal investigator(s), granting agency, your role

1st YEAR

Placement/Project

Supervisor

Skills/Role/etc.

2nd YEAR

Placement/Project

Supervisor

Skills/Role/etc.

3rd YEAR

Placement/Project

Supervisor

Skills/Role/etc.

4th YEAR

Placement/Project

Supervisor

Skills/Role/etc.

5th YEAR

Placement/Project

Supervisor

Skills/Role/etc.

PUBLICATIONS & PRESENTATIONS: List all publications, papers submitted, conference presentations and posters. Include the full reference, showing order of authorship; use APA format.

Publications & Manuscripts Submitted

Conference Presentations & Posters – National, regional, or state professional meetings

PROFESSIONAL MEMBERSHIPS: List the professional associations of which you are a member

TEACHING EXPERIENCE: List any university teaching experiences you have had (attach copies of teaching include evaluations)

Course# & Title

Semester/Year

Teaching Mentor/Supervisor

ASSISTANTSHIPS: Describe your assistantship experiences at USC, including the information requested.

1st YEAR

Placement

Supervisor

Populations & Activities/Duties

2nd YEAR

Placement

Supervisor

Populations & Activities/Duties

3rd YEAR

Placement

Supervisor

Populations & Activities/Duties

4th YEAR

Placement

Supervisor

Populations & Activities/Duties

5th YEAR

Placement

Supervisor

Populations & Activities/Duties

ADDITIONAL EMPLOYMENT: List any **employment experiences** you have had outside the department (other than formal assistantships) since being enrolled in the program. **NOTE:** Before engaging in outside employment, students must request formal approval of the faculty. All requests should be submitting in writing to the student's academic advisor, who will present the request to the faculty and will notify the student of the faculty's decision. A student's progress in the program will be considered in granting approval.

1st YEAR

<u>Dates</u>	<u>Employer</u>	<u>Your Duties</u>	<u>Date Faculty Approval</u>
--------------	-----------------	--------------------	------------------------------

2nd YEAR

<u>Dates</u>	<u>Employer</u>	<u>Your Duties</u>	<u>Date Faculty Approval</u>
--------------	-----------------	--------------------	------------------------------

3rd YEAR

<u>Dates</u>	<u>Employer</u>	<u>Your Duties</u>	<u>Date Faculty Approval</u>
--------------	-----------------	--------------------	------------------------------

4th YEAR

<u>Dates</u>	<u>Employer</u>	<u>Your Duties</u>	<u>Date Faculty Approval</u>
--------------	-----------------	--------------------	------------------------------

Appendix D

UNIVERSITY OF SOUTH CAROLINA SCHOOL PSYCHOLOGY ASSISTANTSHIP STUDENT EVALUATION

Date _____

Name of Student _____

Placement _____

Supervisor _____

Supervisor's Title _____

Number of hours spent at placement site(s) each week _____

Briefly describe the types of activities this student has been engaged in during the past semester (e.g., assessment, individual/family therapy, consultation, in-service presentations, research, etc.).

What are the approximate number of hours per week that this student has been involved in the following activities:

assessment consultation therapy/counseling staff training
 case conferences/staffing research supervision other (please specify)

Directions: Please use the following rating scale in evaluating the student in the areas of professional functioning listed below:

Excellent: Student's skills in this area are exceptionally strong and can function with relatively little direct supervision.

Very Good: Above average performance; better than one might expect for a student at his/her level of training.

Satisfactory: Expected performance by a student at his/her current level of training.

Marginal: Below average performance; requires more supervision than is typical for student at his/her level of training.

Deficient: Unacceptable performance; requires extensive supervision; quality of work is below adequate standards and student needs remedial or additional training and course work.

N/O Not Observed: Skill/activity not observed for this student.

Personal Characteristics

Presents a good personal appearance	5	4	3	2	1	N/O
Demonstrates dependability	5	4	3	2	1	N/O
Meets difficult situations with self-control	5	4	3	2	1	N/O
Demonstrates good judgment and common sense	5	4	3	2	1	N/O

Communicates and listens effectively	5	4	3	2	1	N/O	
Shows concern, respect, and sensitivity for needs of staff and students	5	4	3	2	1	N/O	
Professional Responsibilities and Behavior							
Observes scheduled hours and appointments at assigned school(s) in a punctual manner	5	4	3	2	1	N/A	N/O
Is prompt in meeting deadlines, responding to referrals, and handing in written reports	5	4	3	2	1	N/A	N/O
Maintains current, accurate records and files; meets all school expectations	5	4	3	2	1	N/A	N/O
Completes written reports and forms in a neat, thorough, and accurate manner	5	4	3	2	1	N/A	N/O
Establishes appropriate work priorities and manages time efficiently	5	4	3	2	1	N/A	N/O
Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters	5	4	3	2	1	N/A	N/O
Consistently follows through when additional action is needed	5	4	3	2	1	N/A	N/O
Demonstrates an awareness of competency level, and doesn't accept responsibilities that exceed this level	5	4	3	2	1	N/A	N/O
Maintains visibility and accessibility	5	4	3	2	1	N/A	N/O

Please include any additional information which you believe would be important in evaluating this student's performance and in making practicum placements for next year.

Evaluator's signature _____ Date _____

Please return this form to:
 Nicole Zarrett, Ph.D.
 Department of Psychology, University of South Carolina

*Adapted from evaluation criteria used by Tulane University, University of Wisconsin-Madison

Appendix E



G-CON

REQUEST FOR CONCURRENT ENROLLMENT WITHIN THE SAME DISCIPLINE

This form should be used to request concurrent enrollment in a program within the same discipline as your current enrollment. (i.e. same major, but adding the Master's degree concurrently with PhD; or adding a certificate program sponsored by the same department, etc). No additional documents are needed for faculty review.

Requests for concurrent enrollment into a program within a different discipline should be submitted through the [ApplyWeb application portal](#). All deadlines and supporting materials will be the same as new applicants.

Please note that you will need to complete a separate Program of Study and Application for Graduation for each program that you plan to complete.

Student Information

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Middle or Maiden Name	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Date of Birth	USC ID	Email Address	

Term/Program *Please use the formal program name as listed in the [Graduate Studies Bulletin](#)*

<input type="text"/>	<input type="text"/>	<input type="text"/>
Effective Term	Program (major and degree)	Concentration (if applicable)

Authorization

Student Signature: _____ Date:

I hereby attest that the student named above is eligible to enroll in this program.

Signature of Graduate Director: _____ Date:

Send the completed form to the Graduate School via gradapp@mailbox.sc.edu

Graduate School Processing Record

Coordinator _____ Date:

G-CON 09/2022

Appendix F

MPOS



THE GRADUATE SCHOOL

Masters Degree or Certificate Program of Study

This form should be filled out on your computer, then saved with a new file name to your local disk. Next, print the form and obtain the necessary signatures.

Page
1 of 2

Name: SSN:

Last Name First Name Middle Name

Address:

Street Apt, if any City State Zip Code

Degree: Major: Track:

Admitted to Program:

Foreign Language required: Date Completed

Other Requirements:

PROGRAM OF COURSES

In the spaces provided below, list all courses for which approval is requested in the master's degree (including thesis, if required) or certificate program. Example: ENGL 751 Amer. Novel in 20th Cent. Do not list courses not specifically required for the master's or certificate program. Note that any course on this program which exceeds the 6 year limit (before the degree is awarded) must be revalidated or replaced with another course.

Dept Prefix	Course Number	Abbreviated Course Title	Term Completed	Year	Credit Hours	Grade	Where Taken

Approved

Student Signature Date: _____ Graduate Director of School or Dept Date: _____

Major Professor/Chair of Adv Committee Date: _____ Dean of the Graduate School Date: _____

Appendix G

Thesis Overview - The Graduate School

(All information pertaining to the thesis and its electronic submission, can be found at the Graduate School's website at gradschool.sc.edu).

If you are enrolled in a master's degree program, you may be required to submit an approved thesis to satisfy part of the requirements for your degree. To determine whether a thesis is required to obtain your degree, consult with your graduate director, or department chair. The thesis is the ultimate requirement of your master's program and becomes a permanent record of your independent research or creative effort. The best academic tradition and professional practice require The Graduate School to preserve and share your work with other scholars. To do that successfully, we must maintain high standards concerning the form and appearance of your thesis, and we must require that your work meet those standards.

Your thesis must be based on original research that has been approved by your thesis committee. Questions about your research and about your committee should be directed to your major professor, your graduate director, or the chair of your department.

Required Forms for Graduation and Thesis Submission

Thesis Signature and Approval Form (please print & submit this form in duplicate)
<http://129.252.250.139/doclibrary/documents/G-TSF.pdf>

When you have completed your thesis, it must be approved by your thesis committee. Consult your graduate program to determine the thesis approval process and deadlines; most programs require a thesis defense.

After your thesis is approved by the committee, signatures of your thesis committee must be obtained on a new form **Thesis Signature and Approval (G-TSF)**. The electronic submission of the thesis will not have title page signatures; this is to prevent theft and unauthorized use of signatures that otherwise might occur. Your program Graduate Director will also be asked to sign the G-TSF form to affirm that your thesis follows The Chicago Manual of Style or another style manual endorsed by your program.

The G-TSF with signatures must be delivered to the Graduate School coordinator who oversees your degree program.

The G-TSF is to be submitted to the coordinator in an envelope marked "Personal-Confidential". Students may hand-deliver or send through the mail.

These forms must be received by the final-submission deadline in order for the student to be cleared for graduation.

Checklist for Electronic Submission of Thesis

1. An approved **program of study** (MPOS) <http://gradschool.sc.edu/forms/Mastersprogramofstudy-savable.pdf>
2. must be on file at the Graduate School. All changes to the program of study must be submitted in writing using the **Program Adjustment Form (GS-43)**.
3. No later than fifteen (15) days after the beginning of the term, an **Application for Graduation (AS-126)** must be submitted. (See published deadline dates.)
4. **Required Forms**

G-TSF – Thesis Signature and Approval Form <http://gradschool.sc.edu/forms/G-TSF.pdf>

- Complete this form online and then print and get necessary signatures.
- A copy of this will be scanned to the student’s file as proof of a successful defense.
- The Graduate School recommends that theses be written following the **Chicago Manual of Style**. If another style is used, identify the alternate style on the **G-TSF** form and have the Graduate Director certify that this is the style preferred by the program.

The G-TSF is to be submitted to the coordinator in an envelope marked “Personal-Confidential”. Students may hand-deliver or send through the mail.

These forms must be received by the final-submission deadline in order for the student to be cleared for graduation.

5. **Electronic Submission**
 - Go to the **Submission Portal**
 - Establish an account
 - Select a publishing agreement, enter contact information, bibliographic details, and an abstract for publication
 - Upload the full text file. The thesis can be converted to PDF by the portal or it can be already in PDF format when uploaded. There are also options to upload supplementary files (audio, video, etc.)
 - Payment is made through the portal by credit card. **Minimum fee is \$55.**
6. **Format Check**
 - The format check is done after the thesis has been uploaded, and must be submitted to the Graduate School on or before the published format check **deadline date**.
 - The student will be notified by the coordinator (**View the list of program coordinators**) if revisions are needed. If errors exist, the student will have to correct and resubmit.
 - Revised documents must be received by the Graduate School by the posted final submission deadline date. The student is not charged an additional fee for resubmission of the corrected document.
 - **Formatting Guidelines**
 - Formatting **templates** are available for use when submitting the document. Use of this template is strongly suggested and will greatly reduce the possibility of formatting errors.

ADDITIONAL INFORMATION

The Graduate School will no longer provide a service for binding copies of theses or dissertations and no bound copies will be required. Options for obtaining bound copies are as follows:

- ProQuest/UMI Binding
- Prices available at <http://dissertations2.umi.com/ordercopies.pdf>.


The Copy Center, located in the basement of the Russell House, will bind copies of dissertations or theses with the following procedure:

Cost

- 10¢ per page for black and white printing on cotton
 - 5¢ per page for bond
 - 40¢ per page for color printing on either cotton or bond.
- Copy then sent to Miller Publishing for binding @ \$21.00 per copy, not including the cost of printing.

If departments require students to submit a bound copy of their thesis, the department and student are responsible for obtaining this copy. (form can be found online at http://www.psych.sc.edu/grad_psvcsch/schforms.html).

G-TSF



Thesis Signature and Approval Form

Instructions:
 1. This form should be filled out on your computer, then saved with a new file name to your local disk.
 2. Next, print the form and obtain the necessary signatures.
 3. Finally, deliver the completed form in an envelope or folder marked G-TSF, with attention to the Graduate School Coordinator for your program to: The Graduate School, 901 Sumter Street Byrnes Building, Suite 304

Name: USC ID:

Last Name
First Name
Middle Name

Has presented to the committee a thesis in the field of:

Major Field
Degree

School/College

Date passed thesis defense; student's committee has approved the manuscript:

Title of Thesis:

Authorized Supplementary Media Files for Electronic Submission(If applicable)
 Please identify by name any multimedia files that have been approved for submission by the thesis committee. Attach a sheet with any additional file names.

File #1:

Delayed Release (embargo)
 Author request for delayed release (embargo) of dissemination is: Not Requested 6 Months 1 Year 2 Years
 Please attach justification memo for embargo request, signed by both major advisor and program graduate director.
 Committee recommendation for embargo is: Not Requested Not Approved Approved

Examining Committee
 This form must be signed by the thesis director and all committee members attesting to the completion and revision of final thesis document.

<i>Thesis Director Signature</i> _____	<i>Type or Print Name</i> _____
<i>Additional Thesis Director Signature (if applicable)</i> _____	<i>Type or Print Name</i> _____
<i>Reader Signature</i> _____	<i>Type or Print Name</i> _____
<i>Reader Signature</i> _____	<i>Type or Print Name</i> _____
<i>Reader Signature</i> _____	<i>Type or Print Name</i> _____

Citation and Reference Style Certification
 I, as Graduate Director, assume responsibility for certifying that the style of citation listed below was used in preparing this thesis. The thesis has been reviewed by the committee for style adherence and completion of revisions requested by the student's committee and the Graduate School.

Name of Style:

Department Graduate Director's Signature _____ *Date* _____

Appendix H

MASTER'S DEGREE COMMITTEE APPROVAL FORM

Date: _____

The following director and members are submitted for your approval to direct
the Masters' Thesis of _____

Entitled

_____	Director
_____	Second Reader
_____	Other

Appendix I

(To be posted in Barnwell two weeks prior to Thesis Defense Date)

ANNOUNCEMENT

M.A. Oral Comp Exam & Thesis Defense

School Psychology Graduate Program

Candidate: _____

Date: _____

Time: _____

Room: _____

Committee Chair _____

Committee Member _____

Committee Member _____

Appendix J
M.A. Oral Comprehensive Examination
& Thesis Defense
School Psychology Graduate Program

Candidate: _____

SSN: _____

Date: _____

(ACTION SIGNATURES)

	P	NP
Committee Chair _____	—	—
Committee Member _____	—	—
Committee Member _____	—	—

School Psychology Program Director

Department Chairman

Appendix K

DOCTORAL DEGREE PROGRAM OF STUDY DPOS



USC Doctoral Degree Program of Study

This form should be filled out on your computer, then saved with a new file name to your local disk. Next, print the form and obtain the necessary signatures.

Page
1 of 2

Name: Last Name First Name Middle Name SSN:

Address: Street Apt, if any City State Zip Code

Degree: Major: Track:

Doctoral Residency Course Work:

(18 hours within 3 major semesters taken after admission to the doctoral program.)

Term	Year	Course Numbers
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Admitted to Doctoral Candidacy:

Advisory Committee Approved:**

Foreign Languages required:

1. Date Completed

2. Date Completed

PROGRAM OF COURSES

In the spaces provided below, list all courses for which approval is requested in the doctoral program, including dissertation courses. Example: ENGL 751 Amer. Novel in 20th Cent. This program must include at least 18 semester hours, other than 899, which are not used on any other degree program. Do not list courses not specifically required for this student's doctoral program. Note that any course on this program which exceeds the 8 year limit before the degree is awarded must be revalidated or replaced with another course.

Dept Prefix	Course Number	Abbreviated Course Title	Term Completed	Year	Credit Hours	Grade	Where Taken
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Approved

Student Signature: _____ Date: _____ Graduate Director of School or Dept: _____ Date: _____

Major Professor/Chair of Adv Committee: _____ Date: _____ Dean of the Graduate School: _____ Date: _____

Appendix L

Dissertation Overview The Graduate School

(All information pertaining to the dissertation and its electronic submission can be found at the Graduate School's website at gradschool.sc.edu).

If you are enrolled in an academic doctoral program, you must submit an approved dissertation to satisfy part of the requirements for your degree. The dissertation is the ultimate requirement of your doctoral program and becomes a permanent record of your independent research or creative effort. The best academic tradition and professional practice require The Graduate School to preserve and share your work with other scholars. To do that successfully, we must maintain high standards concerning the form and appearance of your dissertation, and we must require that your work meet those standards.

Your dissertation must be based on original research that has been approved by your dissertation committee. Questions about your research and about your committee should be directed to your major professor, your graduate director, or the chair of your department.

Required Forms for Graduation and Dissertation Submission

- Submit a draft of your dissertation to your advisor and committee members and schedule dissertation defense. Submit your Dissertation Defense Announcement at least 14 days prior to defense, using the Graduate Management System (GMS). <https://app.gradschool.sc.edu/gms/student/>
- Dissertation Signature and Approval Form (G-DSF)
<http://129.252.250.139/doclibrary/documents/G-DSF.pdf>
- Survey of Earned Doctorates (SED)
http://129.252.250.139/doclibrary/documents/SED0809_fill.pdf

When you have completed your dissertation, you must defend it before an examining committee approved by the Dean of The Graduate School. Your defense of your dissertation should be conducted no less than thirty days (30) before the date on which you expect to receive your degree.

The dissertation defense is the culmination of doctoral studies and the candidate should present a formal public seminar prior to a private meeting with the examination committee. Please log into GMS to submit this information at least 14 days prior to the defense. <https://app.gradschool.sc.edu/gms/student/>

After submitting your Defense Announcement, or earlier, you should establish your ETD account as described in the Electronic Submission Overview section and submit the draft of your dissertation for format check by the Graduate School (include a note that this is a draft for format check and not the final document). If format corrections are needed, you will be notified by e-mail in time to correct these so that your full attention is

available after your defense for any content corrections suggested / required by your dissertation committee. This is particularly important if your defense and submission are near the deadline dates.

After you have successfully defended your dissertation, signatures of your dissertation committee must be obtained on the **Dissertation Signature and Approval (G-DSF)** <http://gradschool.sc.edu/forms/G-DSF.pdf> form. The electronic submission of the dissertation will not have title page signatures; this is to prevent theft and unauthorized use of signatures that otherwise might occur. Your program Graduate Director will also be asked to sign the G-DSF form to affirm that your dissertation follows The Chicago Manual of Style or another style manual endorsed by your program.

The Survey of Earned Doctorates (SED) <https://sed.norc.org/showRegister.do> must also be completed. The national survey gathers data from all research doctorate graduates each year on their educational history, sources of support, and post-graduation plans. The completed survey responses become part of the Doctorate Records File that serves policymakers at the federal, state, local, and university levels.

The G-DSF with signatures and the completed Survey of Earned Doctorates (SED) must be delivered to the Graduate School coordinator who oversees your degree program.

The G-DSF and SED are to be submitted to the coordinator in an envelope marked “Personal-Confidential”. Students may hand-deliver or send through the mail.

These forms must be received by the final-submission deadline in order for the student to be cleared for graduation.

Checklist for Electronic Submission of Dissertation

1. An approved **program of study** must be on file at the Graduate School..
2. No later than fifteen (15) days after the beginning of the term, an Application for Graduation (AS-126) <http://registrar.sc.edu/pdf/DegreeAppUpdated.pdf>
3. must be submitted. (See published **deadline dates**.)
4. **Required Forms**

G-DSF – Dissertation Signature and Approval Form

<http://gradschool.sc.edu/forms/G-DSF.pdf>

Complete this form in duplicate online and then print and get necessary signatures.

A copy of this will be scanned to the student’s file as proof of a successful defense. No additional defense paperwork from the department is needed.)

The Graduate School recommends that dissertations be written following the **Chicago Manual of Style**. If another style is used, identify the alternate style on the G-DSF form and have the Graduate Director certify that this is the style preferred by the program.

SED – Survey of Earned Doctorates <https://sed.norc.org/showRegister.do>

Required by UMI

Complete online then print.

The G-DSF and SED are to be submitted to the coordinator in an envelope marked “Personal-Confidential”. Students may hand-deliver or send through the mail.

These forms must be received by the final-submission deadline in order for the student to be cleared for graduation.

Electronic Submission

- Go to the **Submission Portal**
- Establish an account
- Select a publishing agreement, enter contact information, bibliographic details, and an abstract for publication
- Upload the full text file. The Dissertation can be converted to PDF by the portal or it can be already in PDF format when uploaded. There are also options to upload supplementary files (audio, video, etc.)
- Payment is made through the portal by credit card. **Minimum fee is \$65.**

Format Check

The format check is done after the dissertation has been uploaded, and must be submitted to the Graduate School on or before the published format check deadline date which can be found on the calendar posted on the Graduate School Website.

The student will be notified by the coordinator if revisions are needed. If errors exist, the student will have to correct and resubmit.

Revised documents must be received by the Graduate School by the posted final submission deadline date. The student is not charged an additional fee for resubmission of the corrected document.

Formatting Guidelines

<http://gradschool.sc.edu/students/docs/etd/ETD%20Format%20Guide%20Aug2015.pdf>

Formatting templates are available for use when submitting the document. Use of this template is strongly suggested and will greatly reduce the possibility of formatting errors.

http://gradschool.sc.edu/students/ETD_Templates.asp?page=acad&sub=etd

ADDITIONAL INFORMATION

The Graduate School will no longer provide a service for binding copies of theses or dissertations and no bound copies will be required. Options for obtaining bound copies are as follows:

ProQuest/UMI Binding

Prices available at <http://dissertations2.umi.com/ordercopies.pdf>.

The Copy Center, located in the basement of the Russell House, will bind copies of dissertations or theses with the following procedure:

Costs

10¢ per page for black and white printing on cotton

5¢ per page for bond

40¢ per page for color printing on either cotton or bond

Copy then sent to Miller Publishing for binding @ \$21.00 per copy, not including the cost of printing. If departments require students to submit a bound copy of their dissertation, the department and student are responsible for obtaining this copy.

G-DSF



Dissertation Signature and Approval Form

Instructions:

1. This form should be filled out on your computer, then saved with a new file name to your local disk.
2. Next, print the form and obtain the necessary signatures.
3. Finally, deliver the completed form, and certificate of Survey of Earned Doctorate Completion in an envelope or folder marked G-DSF/SED, with attention to the Graduate School Coordinator for your program to: The Graduate School, 901 Sumter Street Byrnes Building, Suite 304

Name: USC ID:

Last Name *First Name* *Middle Name*
Has presented to the committee a dissertation in the field of:

Major Field *Degree*

School/College

Date passed dissertation defense; student's committee has approved the manuscript:

Title of Dissertation:

Authorized Supplementary Media Files for Electronic Submission (If applicable)

Please identify by name any multimedia files that have been approved for submission by the thesis committee. Attach a sheet with any additional file names.

File #1:

Delayed Release (embargo)

Author request for delayed release (embargo) of dissemination is: Not Requested 6 Months 1 Year 2 Years
Please attach justification memo for embargo request, signed by both major advisor and program graduate director.

Committee recommendation for embargo is: Not Requested Not Approved Approved

Examining Committee

This form must be signed by the major professor and all committee members attesting to the completion and revision of final dissertation document.

Major Professor Signature *Type or Print Name*

Additional Major Professor Signature (if applicable) *Type or Print Name*

Committee Member Signature *Type or Print Name*

Committee Member Signature *Type or Print Name*

Committee Member Signature *Type or Print Name*

Outside Member Signature *Type or Print Name*

Citation and Reference Style Certification

I, as Graduate Director, assume responsibility for certifying that the style of citation listed below was used in preparing this dissertation. The dissertation has been reviewed by the committee for style adherence and completion of revisions requested by the student's committee and the Graduate School.

Name of Style

Department Graduate Director's Signature *Date*

Appendix M

QUALIFYING EXAM FORM

To: Dean of the Graduate School

From: Faculty, Department of Psychology

Date: _____

_____ (VIP# _____)

has passed the qualifying examination for the Ph.D. program in Psychology and it is recommended that she/he be officially declared by the University to be a candidate for this degree.

School Psychology Program Director

Department Chairman

Appendix N
General Comprehensive Paper Title Form



DEPARTMENT OF PSYCHOLOGY

General Comprehensive Paper Form

Student: _____

Date: _____

Tentative Paper Title: _____

Committee:

Examiner 1 _____

Examiner 2 _____

Examiner 3 _____

Examiner 4 (Outside Member) _____

Title and Committee Approved by:

School Program Director

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-4137 • FAX 803/777-9338
HTTP://WWW.PSYOLSC.EDU

An Affirmative Action / Equal Opportunity Institution

Appendix O
General Comprehensive Paper Outline Approval Form



DEPARTMENT OF PSYCHOLOGY

**General Comprehensive Paper Outline
Approval Form***

Student: _____

Date: _____

Tentative Paper Title: _____

Committee:

Examiner 1 _____
Printed Name Signature

Examiner 2 _____
Printed Name Signature

Examiner 3 _____
Printed Name Signature

Examiner 4 _____
Printed Name Signature

*Attach copy of outline to form

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-4137 • FAX 803/777-9358
HTTP://WWW.PSYCH.SC.EDU

An American Academy / Baccalaureate Institution

Appendix P

Results of General Comprehensive Paper



DEPARTMENT OF PSYCHOLOGY

Results of General Comprehensive Paper

Candidate: _____

Last four of SSN: _____

Date: _____

Title: _____

(ACTION SIGNATURES)

		P	NP
Examiner 1	_____ Signature	_____ Printed Name	— —
Examiner 2	_____ Signature	_____ Printed Name	— —
Examiner 3	_____ Signature	_____ Printed Name	— —
Examiner 4	_____ Signature	_____ Printed Name	— —

Graduate Program Director

Department Chairman

Appendix Q

**ANNOUNCEMENT
PH.D. ORAL COMPREHENSIVE EXAM**

Name: _____

Date: _____

Time: _____

Room: _____

Committee

1. _____ Chair
2. _____ Psychology
3. _____ Psychology
4. _____ ***

Appendix R

RESULTS OF PH.D. ORAL COMPREHENSIVE EXAM

Candidate: _____

SSN: _____

Date: _____

(ACTION SIGNATURES)

	P	NP
Examiner 1 _____	___	___
Examiner 2 _____	___	___
Examiner 3 _____	___	___
Examiner 4 _____	___	___

School Psychology Program Director

Department Chair

Appendix S

DOCTORAL COMMITTEE APPOINTMENT REQUEST

Last Name: _____ First Name: _____ M.I. _____

Street: _____ SSN# _____

City: _____ State: _____ Zip: _____

Department Program: _____

Major: _____ Degree Sought: _____

This application is for the appointment of the:

1. _____ Written and Oral Comprehensive Examination Committee
2. _____ Dissertation Committee and Dissertation Defense Committee

Committee Members (Please type or print the names. Do not have members sign.):

1. Major Professor/Research Director: _____

2. Member (Major Degree Program): _____

3. Member: _____

4. Member: _____

5. Member: _____

6. Outside Member: _____

Name of USC department/program or other institution affiliation for outside member:

Student Signature: _____ Date: _____

APPROVAL:

Graduate Director: _____ Date: _____

Dean of the Graduate School: _____ Date: _____

Appendix T

**DISSERTATION START-UP TOPIC AND
COMMITTEE APPROVAL FORM**

Date: _____

THE FOLLOWING COMMITTEE IS RECOMMENDED TO DIRECT:

GRADUATE STUDENT'S WORK: _____

Title: _____

Committee:

Chair _____ Psychology

Appendix U

PROSPECTUS MEETING

Name: _____

Date: _____

Time: _____

Room: _____

Title:

Committee: _____

Chair

_____ Psychology

_____ Psychology

_____ Outside Member*

_____ Other

Appendix V

**DISSERTATION PROSPECTUS
ACTION FORM**

Student: _____

Title of Dissertation: _____

Check One: ____ Initial Meeting ____ Non-Meeting Review ____ Subsequent Meeting

Action Date: _____

Action Taken (Check One):

- ____ Prospectus approved
- ____ Prospectus approved conditionally*
- ____ Prospectus in need of re-review without another meeting (before beginning data collection)
- ____ Prospectus in need of re-review with another meeting (before beginning data collection)

*Summary of Conditions: _____

Action Acknowledgement:

Dissertation Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Student: _____

To be turned in to the Graduate Admissions/Records Office before beginning data collection.

Appendix W

**ANNOUNCEMENT
DISSERTATION DEFENSE**
School Psychology Graduate Program

Name: _____

Date: _____

Time: _____

Room: _____

Title:

Committee: _____, **Chair**
_____, **Psychology**
_____, **Psychology**
_____, **Other Area**

Appendix X

University of South Carolina Assessment of Student Learning and Professional Development (Overview)

Minimum Level of Achievement (MLA) for Graduation

The Minimum Level of Achievement Required for Students to Graduate from the School Psychology Ph.D. Program consists of eight components: Grade Point Average, Annual Evaluations, Performance in Practicum Settings, Results of Master's Thesis Defense and Masters Orals, Results of Written Comprehensive Exam, Results of Ph.D Oral Exams, Results of Ph.D. Dissertation defense, and Internship Evaluation.

All of the following criteria must be met. Please note that more detailed description of each of these milestones is included earlier in the handbook.

Grade Point Average: In accordance with the University of South Carolina Graduate School Bulletin's Academic Standard for Graduation, at the time of graduation, the student's graduate cumulative grade point average (GPA) must be at least 3.00 (B) on a 4.00 scale. Additionally, the student's average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00. This, in combination with other areas of evaluation, ensures that the students have achieved discipline-specific knowledge in all areas (history and systems; affective, biological, and cognitive aspects of behavior; development, social, research methods, statistics, and psychometrics) If a student receives a grade of C for a required class listed on the Program of Study, the student must complete a remediation plan developed by the student's advisory committee, which may include re-taking the class (see *Program Policy on Grades Less Than B*).

Annual Evaluations: The student evaluations done on an annual basis record the student's progress for each year of the program (see *Mentoring and Evaluation of Students*). The function of this is to monitor the student's progress towards completion of degree requirements, provide the student with feedback regarding their performance, assist in course scheduling and timing of milestones, assist the student in achievement of personal goals, and to receive feedback about the student's experience in the program. The student is also assessed on several aspects of academic competencies (e.g., ethics, assessment, intervention, research, psychological science) and professional behavior (e.g., timeliness of tasks, professional development), with the expectation that a student is at an appropriate level for their training received thus far. The mentor then determines if the student is in good standing or if a remediation is requested with a suggested or prescribed plan (see *Student Remediation Process: Performance Improvement Plans*). At the time of graduation, any student who had a remediation plan based upon unsatisfactory performance in any category must have satisfied the requirements of the remediation plan in full, to the satisfaction of the School Psychology faculty and documentation of such must be on file. Copies of student annual evaluation forms are included in Appendix CC of this handbook.

Performance in Practicum and School Placement Settings: Students must complete several practicum experiences (see *School Psychology Practicum*), which contribute to program training goals and student achievement of several profession-wide competencies (intervention; assessment; ethics and legal standards; diversity, professional values, attitudes, and behaviors; communication and interpersonal skills; supervision; consultation and interprofessional skills). Student performance in clinical settings (practicum, externship, school placements) is evaluated by their primary clinical supervisor each semester. Students are expected to achieve

satisfactory marks on all assessed domains. Any unsatisfactory marks in assessed domains will result in a remediation plan with the student's clinical supervisor.

Results of Master's Thesis Defense and Oral Examination: Students must successfully complete a Master's Thesis (see *Master's Degree and Related Research Requirements*, with the exception of students who came to the program with a thesis completed via another Master's program (see *Guide for Students Entering with a Master's Degree*). This contributes to program training goals and achievement of several discipline-specific and profession-wide competencies (including research/research methods, statistical analysis, as well as communication and interpersonal skills) For the Master's Thesis Defense, both faculty members who comprise the thesis committee must register that the student has passed the thesis defense. The rubric for the Master's Thesis Defense must indicate that the student's average rating, taken across the seven categories, met expectations for their level of training. This form is provided in the Appendices of this handbook. Additionally, during the oral examination, students must demonstrate an understanding of discipline-wide knowledge assessed in courses taken thus far (this can include developmental psychology and affective responses, social psychology, cognitive psychology, biological bases of psychology, diversity issues, history and systems, psychopathology, psychological interventions, behavior and learning theory), as well as acceptable communication abilities. Students must meet expected criteria for their level of training in all areas. The rubric for Master's orals is included in the appendices of this handbook.

Results of Written Comprehensive Exam: Students complete a written comprehensive product, usually a paper (see *Written Comprehensive Exam*), which contributes to several profession-wide competencies (including research/research methods, statistical analysis, psychometrics). For the Written Comprehensive Exam, the student is evaluated by a committee of 4 faculty members, including their dissertation advisor/faculty mentor, 1 member from the School Program, 1 member from the Psychology Department, and 1 member from another campus unit (e.g., Social Work, Public Health, Medicine, Education). A scoring rubric is used to evaluate the quality of this paper along 7 different criteria; marks of 1 (indicating "poor" performance) one or more areas results in a fail. Three out of four passing votes are required for an overall pass. The forms and rubric for doctoral orals is included in the appendices of this handbook.

Results of Ph.D. Oral Exam: For the Doctoral Oral Comprehensive Examination, the student is evaluated by a committee of 4 faculty members, including their dissertation advisor/faculty mentor, 1 member from the School Program, 1 member from the Psychology Department, and 1 member from another campus unit (e.g., Social Work, Public Health, Medicine, Education). See *Doctoral Oral Comprehensive Examination* section in this handbook for more information. A positive vote by three of the four committee members is required for a pass. The student must demonstrate knowledge in each of assessed discipline-specific and/or profession-wide content areas of psychology (developmental psychology and affective responses, social psychology, cognitive psychology, biological bases of psychology, diversity issues, history and systems, psychopathology, psychological interventions, behavior and learning theory) and school psychology. Additionally, their responses must reflect basic knowledge of school-based psychological practice, reflect knowledge of professional ethics, and integrates science and practice to address school psychology issues. Students must also exhibit adequate oral communication abilities as they provide responses. Students must meet expected criteria for their level of training in all areas. The rubric for doctoral orals is included in the appendices of this handbook.

Results of Ph.D. Dissertation Defense: All students must complete and successfully defend a dissertation (see *Psychology Department Guidelines for the Dissertation*). This contributes to discipline-wide knowledge and profession-wide competencies, including research/research methods, statistical analysis, psychometrics, as well as communication and interpersonal skills. For the Doctoral Dissertation Defense, the student is evaluated by a committee of 4 faculty members—the student's dissertation chair/faculty mentor, 2 faculty from within the Psychology Department, and 1 from another campus unit (e.g., Social Work, Public Health, Medicine, Education). The rubric for the Doctoral Dissertation Defense must indicate that the student's average rating, taken across the

seven categories, met expectations for their level of training. The rubric for the doctoral dissertation is included in the appendices of this handbook.

Internship Evaluation: In order to graduate from the School Psychology Program, students must complete a full-time internship involves at least 1,500 hours of supervised experiences in professional psychology activities accumulated over a 12-24 month period, with a minimum of 600 of those hours in a school setting or dealing with school-related issues, as required by NASP standards. The final Internship Evaluation received from the supervisors must indicate satisfactory performance on all assessed areas of professional skills and behavior. (see *School Psychology Internships* and *Internship Performance Rubric*).

Limits for Remediation Plans: Failure of major exams (e.g., Comprehensive Exams) will include a remediation plan, but students are required to pass on the second attempt at the exam to remain in the program (see relevant procedures for each exam). For other areas of remediation, there is a maximum of two total attempts at a remediation plan for one issue and if the second attempt is not successful, the student is discharged from program. Any student requiring more than two separate remediation plans will receive additional program faculty review of whether there is sufficient evidence that the student will be unable to meet one of area of competency by the area of evaluation in question. Students will be discharged from the program if two-thirds of the faculty vote that the student appears unable to meet the competency/competencies in question.

Appendix Y
University of South Carolina

Student Progress and Review Performance Rubrics
Practicum Student/Intern Rating Scale

Student Name: _____

Course (832B, 832C, Internship): _____

Rater: _____

Date: _____

Please rate each student on the following objectives, indicate whether the student should receive a rating of 0-4, using the scale below. Provide qualitative information whenever appropriate, especially when a student receives a rating of "1" or "2" for a particular item.

- 0 = No opportunity/not relevant at this time
- 1 = Unsatisfactory – Rating signifies that minimally acceptable standards are not met; requires implementation of a remedial plan
- 2 = Meets minimal expectations, but needs improvement
- 3 = Meets expectations appropriate for level of training – Performance meets criteria
- 4 = Exceeds expectations – Rating reflects superior performance, exceeds standards

Professional Skills:

1. ___ Demonstrates knowledge of roles and functions of school psychologists

Comment:

2. ___ Demonstrates understanding and follows professional ethics in carrying out professional responsibilities

Comment:

3. ___ Demonstrates ability to obtain information through multiple methods (e.g., observations,

interviews, classroom work products, tests)

Comment:

4. ___ Demonstrates ability to administer, score, and interpret appropriate array of psycho educational tests

Comment:

5. ___ Demonstrates ability to interpret multi-method, multi-source, information to make appropriate diagnostic and intervention decisions with individuals of different ages, cultural backgrounds, and exceptionalities

Comment:

6. ___ Demonstrate ability to develop and evaluate appropriate intervention plans for individuals with learning and/or behavioral difficulties

Comment:

7. ___ Demonstrates ability to consult in collaborative fashion with teachers, parents, and others related to educational and mental health needs of children

Comment:

8. ___ Demonstrates ability provide and evaluate direct counseling and therapy interventions in individual and group formats

Comment:

9. ___ Demonstrates ability to serve as an effective member of multidisciplinary teams

Comment:

10. ___ Demonstrates ability to development, implement, and evaluate in-service training experiences for other professionals and parents

Comment:

11. ___ Demonstrates ability to formulate, implement, and evaluate, systems level assessment and intervention programs

Comment:

12. ___ Demonstrates ability to communicate effectively in writing

Comment:

13. ___ Demonstrates ability to communicate effectively orally

Comment:

14. ___ Demonstrates ability to use systematic problem-solving and problem-finding skills, including hypothesis testing, data analysis, and conclusion drawing in formal research and non-research applications

Comment:

15. ___ Demonstrates ability to evaluate applicable research literature in school psychology

Comment:

16. ___ Demonstrates good human relations skills

Comment:

17. ___ Demonstrates effective administrative and supervisory skills at appropriate level of training

Comment:

18. ___ Demonstrates ability to integrate basic psychological and educational science and practice.
Comment:

Professional Behavior:

1. ___ Works cooperatively with others

Comment:

2. ___ Follows ethical standards of practice and guidelines/expectations set by site

Comment:

3. ___ Shows sensitivity to cultural, individual, family, and environmental issues

Comment:

4. ___ Demonstrates integrity and completes work in timely fashion

Comment:

5. ___ Responds to supervision effectively

Comment:

6. ___ Independently consults with supervisors and relevant staff outside of scheduled supervision when necessary

Comment:

7. ___ Maintains appropriate personal appearance

Comment:

8. ____ Shows self-direction and motivation for continued professional development

Comment:

9. ____ Follows school district policies and procedures

Comment:

Signature of Supervisor

Date

Adapted from Cypress-Fairbanks Independent School District, 2006

Appendix Z

Other Scoring Rubrics

In-Service Presentation

Scoring Rubric

Student: _____

Course & Project (832A, 840): _____

Professor: _____

Date: _____

Scoring:

1= trainee fails to meet criteria

2 = trainee meets minimal requirements for criteria, but needs improvement

3 = trainee meets criteria to the extent expected for level of training

4 = trainee significantly exceeds expectations

NA= Not applicable

In-service Presentation

___ Clarity of presentation

___ Usefulness of information in presentation

___ Interest

___ Comprehensiveness

___ Accuracy

Additional comments:

**Assessment/Psychological Report
Scoring Rubric**

Student: _____

Course (714, 716, 832B, 832C): _____

Professor: _____

Date: _____

Scoring:

1= trainee fails to meet criteria

2 = trainee meets minimal requirements for criteria, but needs improvement

3 = trainee meets criteria to the extent expected for level of training

4 = trainee significantly exceeds expectations

NA= Not applicable

Assessment/Psychological Report

___ Reason for referral is clear.

___ Background information is thorough and relevant.

___ Multimethod assessment is used.

___ Direct observations

___ Interviews

___ Parent

___ Teacher

___ Student

___ Classroom work products/CBM

___ Psychological tests

___ Others

___ Interpretation is integrative, valid, and non-biased.

___ Evidence-based intervention recommendations are developed.

___ Written report is organized, comprehensible, and meaningful.

Additional comments:

Doctoral Written Comprehensive Exam Rubric

UofSC School Psychology Program Comps Paper Rubric 2022			
<u>Criteria</u>	Excellent 3	Good 2	Poor 1
Problem Statement/ Introduction	Clear and compelling rationale is presented; topic is novel	Some rationale is presented; appropriate justification for topic	Rationale for review is poor or unclear; topic is not novel
Organization	Well-planned and well-thought out moving from general to specific. Transitions relate to sections.	Basic flow of ideas but not all sections/transitions follow a logical order	Review has limited direction, flow and transitions.
Methods	Method is clearly outlined and followed and clearly notes how information was collected, quantified (when appropriate), and evaluated	Method is outlined and followed but may lack clarity in areas not considered critical to the understanding of the method.	Method is vaguely outlined and not easily replicated.
Coverage of Content	Appropriate resources examined and covered as expected, significance of research critiqued. Followed proposed comps outline.	Followed proposed comps outline; Major works included but not analyzed as expected, significance of selected resources discussed.	Did not adhere to original outline (or did not provide a sufficient rationale for nonadherence); Major works omitted; significance to field not clear; criteria for inclusion unclear/not replicable

UofSC School Psychology Program Comps Paper Rubric 2022			
<u>Criteria</u>	Excellent 3	Good 2	Poor 1
Synthesis of Ideas	Clear analysis and synthesis presented (vs. annotated bibliography format), clear evidence of independent critical thinking; analysis includes consideration of gaps, common themes, comment on the extent of the rigor of the research reviewed; conclusions strongly supported and provide a unique contribution to the literature.	Some analysis and synthesis of ideas; discussed the relationships among key points in the literature. Most but not all that is described in "excellent" is addressed.	Did not attempt/poor attempt to synthesize the information or discuss the topic in the broader context of the scholarly literature. Discussion reflects a summary not a synthesis.
Clarity of Writing	Writing is clear and concise; sentence structure is cohesive; paragraphs are well-developed and coherent.	Writing is clear but not concise; paragraph or sentence structure is repetitive or awkward	Ideas are not expressed clearly; misspellings, incorrect grammar and punctuation
Citations/References	In-text citations and reference list citations complete and properly formatted in APA style	Citations within text and in corresponding reference list were included with some formatting problems	Works cited were not listed for in-text citations; specific content missing proper citation; works cited included resources not mentioned in the report

**Thesis/Dissertation
Consolidated Scoring Rubric**

(The committee comes to a consensus and one copy is turned into the dept.)

Student: _____

Indicate whether Thesis or Dissertation: _____

Date: _____

Committee: _____

Scoring:

1= trainee fails to meet criteria

2 = trainee meets minimal requirements for criteria, but needs improvement

3 = trainee meets criteria to the extent expected for level of training

4 = trainee significantly exceeds expectations

NA= Not applicable

Research Project/Thesis/Dissertation

___ Statement of Problem—Has the student clearly stated the research problem?

___ Analysis of Previous research and theory— Has the student described the need for the research and its theoretical framework?

___ Method- Are the research methods appropriate to address the research questions?

___ Statistics- Are the statistical analyses appropriate to the research questions?

___ Discussion-Has the student derived appropriate conclusions?

___ Implications-Has the student discussed practical and future research implications of the work?

___ Writing Quality-Has the student communicated effectively in writing?

Consultation/Indirect Service
Scoring Rubric

Student: _____

Course & Project: _____

Professor: _____

Date: _____

Scoring:

1= trainee fails to meet criteria

2 = trainee meets minimal requirements for criteria, but needs improvement

3 = trainee meets criteria to the extent expected for level of training

4 = trainee significantly exceeds expectations

NA= Not applicable

Consultation/Indirect Service

___ Student shows ability to develop appropriate assessment strategy.

___ Student shows ability to analyze the problem situation.

___ Student shows ability to develop interventions consistent with problem analysis.

___ Student shows ability to deal with consult resistance if necessary.

___ Student shows ability to communicate effectively in interviewing, conferencing, and in-service training.

___ Student shows ability to evaluate the outcomes of the intervention.

___ Written report is organized, comprehensible, and meaningful.

Additional comments:

Behavior/Academic Intervention Case Study

Scoring Rubric

Student: _____

Course & Project: _____

Professor: _____

Date: _____

Scoring:

1= trainee fails to meet criteria

2 = trainee meets minimal requirements for criteria, but needs improvement

3 = trainee meets criteria to the extent expected for level of training

4 = trainee significantly exceeds expectations

NA= Not applicable

Behavior/Academic Intervention Case Study

___ Student shows ability to develop appropriate assessment strategy.

___ Student shows ability to develop appropriate problem analysis.

___ Student shows ability to develop evidence-based intervention strategy.

___ Student shows ability to implement evidence-based intervention strategy.

___ Student shows ability to consider treatment acceptability and treatment integrity.

___ Student shows ability to evaluate the intervention.

___ Written report is organized, comprehensible, and meaningful.

Additional comments:

Supervision Case

Scoring Rubric

Student: _____

Course & Project: _____

Professor: _____

Date: _____

Scoring:

1= trainee fails to meet criteria

2 = trainee meets minimal requirements for criteria, but needs improvement

3 = trainee meets criteria to the extent expected for level of training

4 = trainee significantly exceeds expectations

NA= Not applicable

Supervision Case

___ Student demonstrates knowledge of factors underlying effective supervision

___ Student demonstrates knowledge of model(s) of supervision

___ Student demonstrates knowledge of ethical, diversity, and legal issues surrounding supervision

___ Student demonstrates ability to conduct supervision sessions at the level of a skilled beginner, including relationship-building skills

___ Student monitors and analyzes own behavior as a supervisor

___ Student evaluates supervisees in a fair and balanced manner, using multiple sources of data

Additional comments:

Doctoral Orals

(The committee comes to a consensus and one copy is turned into the dept.)

Student: _____

Date: _____

Committee: _____

Scoring:

- 1= trainee fails to meet criteria
- 2 = trainee meets minimal requirements for criteria, but needs improvement
- 3 = trainee meets criteria to the extent expected for level of training
- 4 = trainee significantly exceeds expectations

Doctoral Orals

Oral Communication Quality:

- ___ Responds directly to questions
- ___ Composed in answering questions
- ___ Clear in speech and presentation
- ___ Interacts positively with audience

Substantive Knowledge, Attitudes and Skills:

- ___ Responses reflect basic knowledge related to each discipline specific knowledge areas (listed below)
- ___ Responses reflect basic knowledge of school-based psychological practice
- ___ Response reflect knowledge of professional ethics and standards
- ___ Responses show ability to integrate science and practice to address school psychology issues

Additional comments:

Discipline Specific Knowledge Objectives

Please rate the student on each of the following competencies using the following rating scale: US –

Unsatisfactory S – Satisfactory E – Excellent

Students should respond to questions from the committee that address each competency.

1a. Can develop organized responses to basic questions related to Psychopathology	US	S	E
1b. Can develop organized responses to basic questions related to Developmental Psychology including affective processes.	US	S	E
1c. Can develop organized responses to basic questions related to Social Psychology	US	S	E
1d. Can develop organized responses to basic questions related to Cognitive Psychology	US	S	E
1e. Can develop organized responses to basic questions related to Biological Bases of Psychology	US	S	E
1f. Can develop organized responses to basic questions related to Diversity Issues in Psychology	US	S	E
1g. Can develop organized responses to basic questions related to History and Systems of Psychology	US	S	E
1h. Can develop organized responses to basic questions related to Psychological Interventions	US	S	E
1i. Can develop organized responses to basic questions related to Behavior and Learning Theory	US	S	E
1j. Can develop organized responses to basic questions related to School Psychology.	US	S	E

Student Name: _____ Committee Member: _____

Appendix AA

Sample Clinical Log

DATE	INITIAL	AGE	GENDER	RACE	TESTS	SUPERVISOR	REPORT	NOTES	TIME	LOCATION
10/12/2006	EN	9	Female	White	WISC	Sarah Cagle	No		2	St. Andrews Montessori
10/21/2006	MF	6	Female	White	WISC	Sarah Cagle	Yes	Gifted	2	Home
11/16/2006	EG	18	Female	White	WAIS	Sarah Cagle	No		2	USC
11/15/2006	AM	18	Female	Hispanic	WAIS	Sarah Cagle	No		2	USC
00/11/2006	LD	9	Male	White	WISC	Sarah Cagle	No		2	St. Andrews Montessori
00/11/06	MJ	11	Female	Black	WISC	Sarah Cagle	No	Speech	2	St. Andrews Montessori
00/12/2006	SM	6	Male	White	SB	Sarah Cagle	Yes		2	St. Andrews Montessori
00/12/2006	BG	7	Male	Black	SB	Sarah Cagle	No		2	St. Andrews Montessori
00/12/2006	EB	8	Female	Black	SB	Sarah Cagle	No		2	St. Andrews Montessori
00/12/2006	EB	8	Male	Black	SB	Sarah Cagle	No	Aspergers	20	St. Andrews Montessori
02/07-04/07	DB	9	Male	White	WISC, WIAT, VMI, WJ, CBM	Williams	Yes		2.5	Epworth
9/19/2007	JW	17	Male	White	Vineland, BASC, RCMAS	Posey	Yes	HIV	2.5	Hospital
9/25/2007	SH	13	Male	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
10/9/2007	MB	7	Female	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
10/17/2007	SW	8	Male	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
10/24/2007	DB	17	Male	Black	SB, VMI, SDQ	Posey	Yes	HIV, MS, Seizures, MD	2.5	Hospital
10/3/2007	AS	14	Female	White	WISC, WIAT	Stackley, Posey	Yes	Qualify LD	8	Fulmer Middle
10/26/2007	AE	13	Male	White	WISC, WIAT, BASC, VMI	Stackley, Posey	Yes	Qualify OHI, bipolar	8	Fulmer Middle
11/6/2007	AS	14	Female	White	Sentence Completion, KFD, WISC, WJ, SIBS	Stackley, Posey	Yes	MD eval, qualify LD	8	Airport High School
11/7/2007	JM	10	Male	Black	WISC, VMI, SDQ	Posey	Yes	HIV, special ed, speech	2.5	Hospital
12/3/2007	RHR	13	Male	White	WISC, WIAT, VMI, BASC, Sentence Completion, KFD	Stackley, Posey	Yes	Qualify LD	8	Fulmer Middle
12/19/2007	CW	12	Female	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
1/2/2008	CH	16	Female	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
1/3/2008	DP	8	Female	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
1/8/2008	GM	5 mo	Female	Black	Bayley	Posey	Yes	HIV	2.5	Hospital
1/15/2008	CD	13mo	Male	Black	Bayley	Posey	Yes	HIV	2.5	Hospital
1/23/2008	LT	17	Male	Black	WAIS, VMI, SDQ	Posey	Yes	HIV, bipolar, psychotic episodes, inpatient, cocaine exposure	2.5	Hospital
1/24/2008	TP	8	Male	Black	WISC, WIAT, VMI, BASC,	Morton, Posey	Yes	LD, did not qualify	8	BC#1
2/2/2008	CG	15	Male	White	Sentence Completion, KFD	Stackley, Posey	Yes	LD, qualify OHI bipolar	8	Airport High School

DATE	INITIAL	AGE	GENDER	RACE	TESTS	SUPERVISOR	REPORT	NOTES	TIME	LOCATION
EVALUATIONS										
10/12/2006	EN	9	Female	White	WISC	Sarah Cagle	No		2	St. Andrews Montessori
10/21/2006	MF	6	Female	White	WISC	Sarah Cagle	Yes	Gifted	2	Home
11/16/2006	EG	18	Female	White	WAIS	Sarah Cagle	No		2	USC
11/15/2006	AM	18	Female	Hispanic	WAIS	Sarah Cagle	No		2	USC
00/11/2006	LD	9	Male	White	WISC	Sarah Cagle	No		2	St. Andrews Montessori
00/11/06	MJ	11	Female	Black	WISC	Sarah Cagle	No		2	St. Andrews Montessori
00/12/2006	SM	6	Male	White	SB	Sarah Cagle	Yes	Speech	2	St. Andrews Montessori
00/12/2006	BG	7	Male	Black	SB	Sarah Cagle	No		2	St. Andrews Montessori
00/12/2006	EB	8	Female	Black	SB	Sarah Cagle	No		2	St. Andrews Montessori
00/12/2006	EB	8	Male	Black	SB	Sarah Cagle	No		2	St. Andrews Montessori
02/07-04/07	DB	9	Male	White	WISC, WIAT, VMI, WJ, CBM	Williams	Yes	Aspergers	20	Epworth
9/19/2007	JW	17	Male	White	Vineland, BASC, RCMAS	Posey	Yes	HIV	2.5	Hospital
9/25/2007	SH	13	Male	Black	WAIS, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
10/9/2007	MB	7	Female	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
10/17/2007	SW	8	Male	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
10/24/2007	DB	17	Male	Black	SB, VMI, SDQ	Posey	Yes	HIV, MS, Seizures, MD	2.5	Hospital
10/3/2007	AS	14	Female	White	WISC, WIAT	Stackley, Posey	Yes	Qualify LD	8	Fulmer Middle
10/26/2007	AE	13	Male	White	WISC, WIAT, BASC, VMI	Stackley, Posey	Yes	Qualify OHI, bipolar	8	Fulmer Middle
11/6/2007	AS	14	Female	White	Sentence Completion, KFD, WISC, WJ, SIBS	Stackley, Posey	Yes	MD eval, qualify LD	8	Airport High School
11/7/2007	JM	10	Male	Black	WISC, VMI, SDQ	Posey	Yes	HIV, special ed, speech	2.5	Hospital
12/3/2007	RHR	13	Male	White	WISC, VMI, SDQ	Stackley, Posey	Yes	Qualify LD	8	Fulmer Middle
12/19/2007	CW	12	Female	Black	Sentence Completion, KFD	Posey	Yes	HIV	2.5	Hospital
1/2/2008	CH	16	Female	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
1/3/2008	DP	8	Female	Black	WISC, VMI, SDQ	Posey	Yes	HIV	2.5	Hospital
1/8/2008	GM	5 mo	Female	Black	Bayley	Posey	Yes	HIV	2.5	Hospital
1/15/2008	CD	13mo	Male	Black	Bayley	Posey	Yes	HIV	2.5	Hospital
1/23/2008	LT	17	Male	Black	WAIS, VMI, SDQ	Posey	Yes	HIV, bipolar, psychotic episodes, inpatient, cocaine exposure	2.5	Hospital
1/24/2008	TP	8	Male	Black	WISC, WIAT, VMI, BASC,	Morton, Posey	Yes	LD, did not qualify	8	BC#1
2/2/2008	CG	15	Male	White	Sentence Completion, KFD	Stackley, Posey	Yes	LD, qualify OHI bipolar	8	Airport High School

Appendix BB

USC School Psychology Student Exit Survey

1) Please rate the overall adequacy of your preparation (please underline if completing on your computer):

Not at all Very Good

1 2 3 4 5

2) Based on your experiences, is there anything that could be changed in the program structure or content that would have helped to better prepare you for your internship?

3) Specific training feedback (please rate each area – by underlining if completing on your computer):

How well did your training at USC prepare you in the following areas?

Low satisfaction.....High satisfaction

1) Identity, role, and function of school psychologists.	1	2	3	4	5
2) Professional ethics.	1	2	3	4	5
3) Diagnosis and assessment.	1	2	3	4	5
4) Direct intervention services.	1	2	3	4	5
5) Consultation.	1	2	3	4	5
6) Leadership skills.	1	2	3	4	5
7) Communications skills.	1	2	3	4	5
8) Collaborating with families.	1	2	3	4	5
9) Working with children and families from diverse backgrounds.	1	2	3	4	5
10) Interviewing and individual counseling.	1	2	3	4	5
11) Research skills.	1	2	3	4	5
12) Classroom intervention/ management.	1	2	3	4	5
13) Systems intervention.	1	2	3	4	5
14) Legal issues.	1	2	3	4	5
15) Supervision skills.	1	2	3	4	5

4) Please describe your initial employment setting and job title after graduation from USC:

5) Your ethnicity:

- American Indian or Alaskan Native
- Asian American or Pacific Islander
- Black/African American
- Chicano/Mexican American
- Puerto Rican
- Other Hispanic/Latino
- White/Caucasian (non-Hispanic)
- Other (write-in):

6) Membership in professional organizations:

- American Psychological
- Association (Divisions,
- specify):
- National Association of School Psychologists
- State Psychological
- Association (specify):
- State School Psychological
- Association (specify):
- Other (specify):

If you are an officer of any association, please describe your position:

7) Please list any jobs you had between graduating from USC and your current position:

8) List all licenses and/or certifications you hold:

9) Percent of time spent on various activities:

% Direct service (assessment, therapy, consultation) % Classroom etc.) Teaching
% Indirect service (administration, supervision, etc.) % Research/Evaluation
% Other (specify):

Do you supervise practica students or interns?

Yes

No

If so, how many? How often?

10) Please list publications on which you have been an author in the last five years. If you prefer, you can send a copy of your vitae to **Dr. Huebner** at huebner@sc.edu.

11) Did your thesis result in a publication? Yes No
If yes, please provide citation:

12) Did your Dissertation result in a publication? Yes No
If yes, please provide citation:

13) Have you given any formal professional presentations since your degree?
 Yes No

If yes, how many of the following:

Papers at professional conferences

Posters at professional conferences

Workshop presentations

Media appearances

Other

(Specify):

14) Have you engaged in any research since graduation? Yes No
If yes, please describe:

15) Have you completed any further education other than CEUs required for licensure/certification since graduation? Yes No
If yes, please describe:

16) Have you been the principal investigator on any funded research? Yes No
If yes, please describe:

17) Have you been a co-investigator or researcher on any funded research? Yes No
If yes, please describe:

18) Have you received any awards or honors since graduation? Yes No
If yes, please describe:

19) During my training at USC, I had experiences with clients across a range of ages and from diverse backgrounds:

Strongly Disagree Disagree No Opinion Agree Strongly Agree

20) - Please list any psychology course in which you received a grade of C or below. This information will assist us in evaluating the difficulty of our courses.

21) Tell us about your internship:
Location:
Services Provided:

Was your internship position among your top 3 choices?
 Yes No

Did you go through the APPIC internship process?
 Yes No

Did you go on an APPIC internship?
 Yes No

22) Please rate the overall adequacy of your preparation:
Not at All Very Good

Please rate the adequacy of your preparation in comparison to other interns
Not at All Very Good

23) Based on your experiences on internship and since graduation, is there anything that could be changed in the program structure or content that would have helped to better prepare you for your current job?

24) Specific training feedback (please rate each area):

	How well did your training at USC and internship prepare you in the following areas?				How important is this aspect to your training to your current position?			
	Not competent	Minimally competent, needs improvement	Competent	High competence	No importance	Low importance	Some importance	High importance
Identity, role, and function of school psychologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnosis and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct intervention services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool assessment and early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with children & families from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing and individual counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems-solving and research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom intervention/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision - skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix CC



Student Annual Progress and Evaluation Summary Doctoral Program in School Psychology First Year

Student's Name: _____

Year Entered Program: _____

Advisor/Major Professor: _____

Current Academic Year: _____

Part I. Summer/Fall Planning for Next Academic Year (Completed by student with mentor(s) by 10/1) Program Requirements for First Year:

- Complete course work
- Talk to professor(s) about research occurring in the department
- Identify a mentor for thesis
- Develop topic of interest for thesis
- Apply for course waivers
- Submit a master's program of studies (by summer)
- Start Portfolio

Professional Goals for this Academic Year:

Part II. Spring Review of Past Academic Year (Completed by student and mentor(s) by April 15)

Completion of program requirements:

Completion of professional goals:

Other major accomplishments:

Part III. Evaluation Summary (Faculty Comments and Feedback completed by May 15)

Academic Competencies:

	Exceeds Expectation	Appropriate Level	Needs Improvement	Unsatisfactory*	No Opportunity
Knowledge of identify, function and ethics	_____	_____	_____	_____	_____
Assessment Skills	_____	_____	_____	_____	_____
Direct Intervention Skills	_____	_____	_____	_____	_____
Indirect Intervention Skills	_____	_____	_____	_____	_____
Research Skills	_____	_____	_____	_____	_____
Psychological Science Foundations	_____	_____	_____	_____	_____

Professional Behavior

Timeliness of logs, files up to date etc.	_____	_____	_____	_____	_____
Professional Behavior	_____	_____	_____	_____	_____
Commitment to Professional Development	_____	_____	_____	_____	_____

*Requires remedial plan

Comments: _____

Committee's Recommendation for Student's Status:

- Student in Good Standing.** The student is encouraged to continue in the program for another year, and general professional recommendations or suggestions for improvement may be offered.
- Competency Concerns- Remediation Requested with Suggested Plan.** The student is encouraged to continue in the program for a specified period of time, but is apprized, in writing, of problems perceived by the faculty and advised concerning their remediation.
- Competency Concerns- Remediation Required with Prescribed Plan.** The student is permitted to continue in the program pursuant to his or her successfully completing a specified and written program of remediation prescribed by the faculty.

Major Professor (date)

Student acknowledging feedback (date)

Secondary Mentor / Advisor (if applicable)

Program Director comments: _____

Program Director (date)



**Student Annual Progress and Review
Doctoral Program in School Psychology
Second Year**

Student's Name:

Academic Year:

Part I. Fall/Spring Planning for Next Academic Year (Completed by student in consultation with mentor(s))

Program Goals for Second Year:

Professional Goals for this Academic Year:

<p>Fall</p> <ul style="list-style-type: none">• Solidify master's thesis topic• Finalize master's committee• Write literature review and methods sections for master's thesis• Get IRB approval (if applicable) <p>Spring</p> <ul style="list-style-type: none">• Collect and enter data for thesis• Write results and discussion sections of thesis• Thesis should near completion (finished by summer)• Study and complete master's orals (finished by summer)• Submit doctoral program of studies (finished by summer)• Update Portfolio	
---	--

--

Part II. Spring Review of Past Academic Year (Completed by mentor(s))

Date of Review:

Completion of program goals:

Completion of professional goals:

Other major accomplishments:

Academic Competencies:

	Exceeds Expectation	Appropriate Level	Needs Improvement	Unsatisfactory*	No Opportunity
Knowledge of identify, function and ethics	_____	_____	_____	_____	_____
Assessment Skills	_____	_____	_____	_____	_____
Direct Intervention Skills	_____	_____	_____	_____	_____
Indirect Intervention Skills	_____	_____	_____	_____	_____
Research Skills	_____	_____	_____	_____	_____
Psychological Science Foundations	_____	_____	_____	_____	_____

Professional Behavior

Timeliness of logs, files up to date etc.	_____	_____	_____	_____	_____
Professional Behavior	_____	_____	_____	_____	_____
Commitment to Professional Development	_____	_____	_____	_____	_____

*Requires remedial plan

Comments: _____

Goals and competencies to work on over the next year:

129

Competency weaknesses or deficits to note (if any):

Committee's Recommendation for Student's Status:

- Student in Good Standing.** The student is encouraged to continue in the program for another year, and general professional recommendations or suggestions for improvement may be offered.
- Competency Concerns- Remediation Requested with Suggested Plan.** The student is encouraged to continue in the program for a specified period of time, but is apprized, in writing, of problems perceived by the faculty and advised concerning their remediation.
- Competency Concerns- Remediation Required with Prescribed Plan.** The student is permitted to continue in the program pursuant to his or her successfully completing a specified and written program of remediation prescribed by the faculty.

Major Professor

Student's Signature acknowledging feedback

Secondary Mentor / Advisor (if applicable)

Program Director comments:

Program Director



**Student Annual Progress and Review
Doctoral Program in School Psychology
Third Year**

Student's Name:

Academic Year:

Part I. Summer/Fall Planning for Next Academic Year (Completed by student in consultation with mentor(s))

Program goals for Third Year:

Professional Goals for this Academic Year:

Fall

- Finish master's thesis and orals (if not already finished)
- Develop ideas for dissertation

Spring

- Finalize dissertation focus
- Form dissertation committee
- Begin dissertation prospectus
- Complete "Admission to Candidacy"
- Complete doctoral program of study
- Prepare for and take doctoral written comps
- Update Portfolio

Part II. Spring Review of Past Academic Year (Completed by mentor(s))

Date of Review: _____

Completion of primary goals:

Completion of secondary goals:

Other major accomplishments:

Academic Competencies:

	Exceeds Expectation	Appropriate Level	Needs Improvement	Unsatisfactory*	No Opportunity
Knowledge of identify, function and ethics	_____	_____	_____	_____	_____
Assessment Skills	_____	_____	_____	_____	_____
Direct Intervention Skills	_____	_____	_____	_____	_____
Indirect Intervention Skills	_____	_____	_____	_____	_____
Research Skills	_____	_____	_____	_____	_____
Psychological Science Foundations	_____	_____	_____	_____	_____

Professional Behavior

Timeliness of logs, files up to date etc.	_____	_____	_____	_____	_____
Professional Behavior	_____	_____	_____	_____	_____
Commitment to Professional Development	_____	_____	_____	_____	_____

*Requires remedial plan

Comments: _____

Goals and competencies to work on over the next year:

Competency weaknesses or deficits to note (if any):

Committee's Recommendation for Student's Status:

- Student in Good Standing.** The student is encouraged to continue in the program for another year, and general professional recommendations or suggestions for improvement may be offered.

- Competency Concerns- Remediation Requested with Suggested Plan.** The student is encouraged to continue in the program for a specified period of time, but is apprized, in writing, of problems perceived by the faculty and advised concerning their remediation.

- Competency Concerns- Remediation Required with Prescribed Plan.** The student is permitted to continue in the program pursuant to his or her successfully completing a specified and written program of remediation prescribed by the faculty.

Major Professor

Student's Signature acknowledging feedback

Secondary Mentor / Advisor (if applicable)

Program Director comments:

Program Director



**Student Annual Progress and Review
Doctoral Program in School Psychology
Fourth Year**

Student's Name:

Academic Year:

Part I. Planning for Next Academic Year

Program Goals:

Professional Goals for this Academic Year:

Fall

- Defend dissertation prospectus
- Get IRB approval for dissertation data collection (if applicable)
- Collect dissertation data
- Apply for internships
- Finish coursework

Spring

- Interview for internships
- Collect dissertation data
- Write results and discussion section
- Take the PRAXIS (if applicable)
- Defend dissertation
- Update Portfolio

Part II. Spring Review of Past Academic Year (Completed by mentor(s))

Date of Review:

Completion of program goals:

Completion of professional goals:

Other major accomplishments:

Academic Competencies:

	Exceeds Expectation	Appropriate Level	Needs Improvement	Unsatisfactory*	No Opportunity
Knowledge of identify, function and ethics	___	___	___	___	___
Assessment Skills	___	___	___	___	___
Direct Intervention Skills	___	___	___	___	___
Indirect Intervention Skills	___	___	___	___	___
Research Skills	___	___	___	___	___
Psychological Science Foundations	___	___	___	___	___

Professional Behavior:

Timeliness of logs, files up to date etc.	___	___	___	___	___
Professional Behavior	___	___	___	___	___
Commitment to Professional Development	___	___	___	___	___

Goals and competencies to work on over the next year:

Competency weaknesses or deficits to note (if any):

Committee’s Recommendation for Student’s Status:

- (a) Student in Good Standing.** The student is encouraged to continue in the program for another year, and general professional recommendations or suggestions for improvement may be offered.
- (b) Competency Concerns- Remediation Requested with Suggested Plan.** The student is encouraged to continue in the program for a specified period of time, but is apprised, in writing, of problems perceived by the faculty and advised concerning their remediation.
- (c) Competency Concerns- Remediation Required with Prescribed Plan.** The student is permitted to continue in the program pursuant to his or her successfully completing a specified and written program of remediation prescribed by the faculty.

Major Professor

Student’s Signature acknowledging feedback

Secondary Mentor / Advisor

Program Director comments:

Program Director