GRADUATE STUDENT HANDBOOK
2010 – 2011

DOCTORAL PROGRAM IN
SCHOOL PSYCHOLOGY

**DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC**

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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 do 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 such as schools, hospitals, clinics, institutes, and professional organizations. If you use these resources well, and work diligently, your graduate education will be excellent.

This School Psychology Program <u>Student Handbook</u> 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, in order to provide students with the most up-to-date and "best practices" instructional experiences. You will be informed promptly of any changes in the handbook.

Department and Program Information

The Department of Psychology offers three major graduate programs: Clinical-Community Psychology, Experimental Psychology, and School Psychology. The graduate programs in School and Clinical-Community are designed for students who desire the Ph.D. The graduate program in Experimental Psychology offers training at both the M.A. and Ph.D. levels.

Upon admission to the School Psychology program, you will be assigned an academic advisor, who will be your most important faculty member, especially in the early part of your graduate work. He or she is responsible for guiding your course selection and, along with the Graduate Student Services Coordinator and Program Director, assisting you with the paper work necessary for the orderly administration of your graduate studies. Make an effort to get to know your advisor and the school psychology faculty as soon as possible. Because of extensive faculty responsibilities, it is expected that you will take the initiative in seeking out your faculty advisor when necessary.

The School Psychology faculty meet at least monthly to monitor student progress and to engage in short-range 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 urged to use their student representatives in order to have maximum input.

Policies and Procedures

As with any organization, there are policies and procedures that facilitate smooth operation.

School 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: http://www.sc.edu/bulletin/grad/index.html.

For the location of faculty offices, consult the Directory on the second floor of Barnwell and check with the secretary 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. Also, each student has an electronic mail account. Student e-mail addresses will be assigned shortly after your arrival. **Students are advised to check their mailboxes 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. As you proceed with your studies here, your record file (kept in the Student Services Office just across the hall from the main office) 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. You may also wish to give a duplicate copy to your advisor and to the School Psychology Program Director. **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 his or her advisor. Student portfolios (see Appendix Y) should also be kept in the Student Services office.

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 Directorand the Graduate Student Services Coordinator. You should also keep your contact information updated in VIP (www.vip.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 School Psychology Program at the University of South Carolina is dedicated to enhancing the development of children, adolescents, families, and social systems. This is accomplished through training future leaders, generating new knowledge, and providing exemplary service. An emphasis is placed on schools and schooling, the integration of psychological and educational theory, research, and practice in the context of a collegial atmosphere, intense faculty/student mentoring, multiple theoretical perspectives, and commitment to life-long learning. Faculty and students value preparation to work in a broad range of ecological settings serving the needs of a diverse population. (Adopted, 2000)

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. 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 for administrative purposes and to acknowledge our strong belief that School Psychology rests on a strong grounding in basic Psychology. We maintain strong cooperative efforts with the USC 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 and E. Scott Huebner (current program director).

Although the South Carolina State Department of Education certifies school psychologists at subdoctoral 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 he or she desires to be employed, it is advisable to consult with the Program Director to obtain a copy of that state's current certification standards to best plan the program of studies. Additional information may be available on the 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 Director (a three-year renewable appointment) who handles 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.

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<u>TRAINING RESOURCES</u>

The University of South Carolina is the state's flagship institution and is a comprehensive Division II university. The main campus is located in Columbia and there are seven regional campuses located throughout the state. The main campus has 21,000 undergraduate students and 7,500 graduate students. Columbia is the state capital with a metropolitan population of nearly 500,000. 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, 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 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. 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 state of the art computer facility with on-line terminals 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 (Microsoft Word and WordPerfect), data analysis, research (PsychInfo, direct access to library holdings), 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 Psychological Services Center (PSC). 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. 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 composition, rural-urban, and SES level. Within a 20-minute drive of the university are schools with more than 90% African-American population, schools of military dependents, rural schools, and schools located in the most affluent town in the state. 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 USC Child Development Center is a preschool child care facility whose mission is service and research. This center has been used in coordination with some of the activities of intervention and assessment classes.

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) Lexington Area Mental Health Center; (3) Rape Crisis Network; (4) Wm. S. Hall Psychiatric Institute; (5) Lexington-Richland Five School District; (6) Pinegrove School; (7) USC Athletics Department (8) Palmetto Richland Hospital - Children's Immunology Clinic and Brain Tumor Clinic; (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)* and 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 2008. The next visit is scheduled for 2015.

The program is considered one of the premier 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 thirty year period (Skrutski & Williams, 2001).** Faculty research interests are described on the Department's website at http://www.cas.sc.edu/psyc/ .

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. 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 faculty mentors. Students also receive extensive applied training

in psychoeducational assessment and remediation, personality evaluation, consultation, organization development, and behavioral management. Opportunities are also available for supervised training in individual and family therapy. 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 represent a variety of backgrounds. Many have strong interests in issues of diversity 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 counseling;
Group counseling and intervention;
Systems intervention;
Initiation and conduct of research in the schools;
Group testing 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 provide students 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 agencies, and higher education settings and prepare students to be flexible enough to play a variety of roles and be able to 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 psychoeducational 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 multicultural considerations. Situated in an urban area, in a state with a 30% African-American population and a large military base nearby with a diverse service member and spouse population, the program is in an excellent position to provide training in service delivery to diverse 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, followed 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 train doctoral school 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 board procedure, school law, interaction with governmental bodies, 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, secretaries, 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: Psychoeducational 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 administer, score, and interpret tests of intellectual ability, educational achievement, personality, perceptual-motor abilities, adaptive behavior, and other relevant skills and abilities; (c) to interpret 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.

Objective 3: Direct and Indirect Intervention
(a) to develop and evaluate appropriate intervention plans for individuals with learning and/or behavioral difficulties; (b) to consult in a collaborative fashion 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.

Objective 4: Research skills
(a) to acquire systematic problem-solving and problem-finding skills, including hypothesis testing, data analysis, and conclusion drawing in formal research and non-research applications and (b) to evaluate and critique the existing applicable research literature in school psychology.

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

Objective 1: Basic Psychological Science
Demonstrate knowledge of the breadth and depth of psychology, history, and development and research methods and applications; and demonstrate knowledge of the scientific, methodological and theoretical foundations of practice.

It should be noted that this list of goals and competencies represents the <u>minimum</u> 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 particular 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 Division 16, NASP, SCASP).

The majority of the school psychology core courses (e.g., Intellectual Assessment, Personality Assessment, Behavioral Assessment and Intervention with Children, and Consultation) 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.

Several requirements of the program are designed to ensure that students have achieved sufficient integration of basic psychological science and applied experiences beyond that obtained through grades in core course work. First, students are encouraged to sequence their core course work with basic psychology courses to ensure that they have a strong theoretical framework before introduction to the more applied or professional portions of the curriculum. For example, child development and psychopathology courses should be sequenced prior to the Personality Assessment and Introduction to Psychosocial Intervention; and course work options in social bases of behavior should be taken before consultation course work. Second, students' knowledge and preparation in all of the major areas of psychology are assessed through general doctoral oral exams that are taken before graduation. Third, all school psychology practicum course work involves experiences that necessitate current reviews of empirical literature in

preparation for inservice presentations, staffings, and group presentations. Moreover, students are routinely assessed on their performance of required practicum objectives. Fourth, students take a written specialty exam in school psychology after all major course work is completed. This written exam is designed to assess the integration of knowledge across the core school psychology practicum experiences. Fifth, 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 but questions related to the thesis may be asked in the oral comprehensive exam for the master's degree. 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-based 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 courses (e.g., 832B). Practicum experiences begin in the first semester as part of PSYC 714 (Intellectual Assessment) and 832A (Introduction to 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), 716 (Personality Assessment), 701 (Behavioral Assessment and Intervention with Children), 742 (Consultation), and 746 (Systems Applications in Psychological Services). Beginning in the second year and continuing in the third year, students enroll in a year-long practicum course (832B and 832C). The field-based practica are completed in a variety of local schools and other settings. In the course of training, students gain experiences at all educational levels with diverse student populations with respect to cultural-ethnic backgrounds, disabilities, and socioeconomic levels. The 832B and C sequence involves a one day per week commitment in the schools, along with a weekly group seminar meeting and individual supervision meetings. Many students choose to participate in additional, optional practicum experiences during their fourth year, as well (e.g., child & family assessment and intervention practica). In general, practicum experiences progress from direct individual psychological assessment and intervention activities to more indirect systems-level change and supervisory activities.

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, (III) Education Electives, and (IV) 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 714	Psychoeducational Assessment of Children I
PSYC 715	Psychoeducational Assessment of Children II
PSYC 716	Psychoeducational Assessment of Children III[1]
PSYC 742	Theory and Practice of Mental Health Consultation I
PSYC 746	Systems Applications in Psychological Services
PSYC 841A	Introduction to Psychosocial Intervention[2]
PSYC 832A	Introduction to School Psychology[3]
PSYC 840	Seminar in Professional School Psychology
PSYC 841B	Academic Intervention
PSYC 701	Behavioral Assessment and Intervention with Children and Youth
	Or
PSYC 780	Behavior Therapy

Practica and Internship:

PSYC 832B	Practicum in School Psychology (2 semesters)
PSYC 832C	Practicum in School Psychology (2 semesters)
PSYC 865	Internship in School Psychology [1 hour each semester]

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[1]Currently listed as *Selected Topics in Psychoeducational Evaluation*
[2]Currently listed as *Advanced Study in Selected Topics*
[3]Currently listed as *Practicum in School Psychology*

II. <u>General Psychology Courses:</u>

<u>Statistics (6 hours)</u>

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

<u>Research (3 hours plus master's thesis and dissertation)</u>

PSYC 772	Research Approaches to Human Behavior
	Or
EDRM 700	Introduction to Research in Education
PSYC 799	Thesis Preparation (*6 credits)*
PSYC 899	Doctoral Research and Dissertation Preparation *(12 hours)*

<u>Learning/Cognition (2-3 hours)</u>

PSYC 711	Survey of Learning and Conditioning
	Or
PSYC 702B	Foundations of Cognitive Psychology
	Or
PSYC 702D	Basics of Learning & Motivation
	Or
EDPY 741	Basic Processes: Cognition

<u>Psychopathology (3 hours)</u>

PSYC 726	General Psychopathology
	Or
PSYC 721	Developmental Psychopathology

<u>Social/Organizational/Cultural (3 hours)</u>

PSYC 745	Organizational Behavior
	Or
PSYC 770	Survey of Social Psychology
	Or
PSYC 860	Families and Diversity[1]
	Or
MGMT 770	Organization Behavior
	Or
WOST 705	Race, Class, Gender, and Sex

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[1]Currently listed as *Advanced Study of Selected Problems in Clinical Psychology*

Physiological/Neuropsychological (2-3 hours)

    PSYC 730   Survey of Biological Psychology
                     Or
    PSYC 702A   Foundations of Neuroscience

Developmental (2-3 hours)

    PSYC 751   Survey of Developmental Psychology
                  Or
    PSYC 702C   Foundations of Developmental Psychology
                  Or
    EDPY 705   Human Growth and Development
                  Or
    EDPY 707   Growth and Development in Children and Adolescents
                  Or
    EDPY 805   Contemporary Research in Human Development and Education

History and Systems (3 hours)

    PSYC 524   History and Systems in Psychology
                  Or
    PSYC 705   Psychological Systems and Theories
                  Or
    May be satisfied by enrollment in Psychology 840

III. Education Electives (6 hours)

Six (6) hours are required in education. Courses in the areas of school law, curriculum, school administration, and remedial methods are recommended. **At least one course in curriculum development is required for all students**. Consult your advisor and certification requirements in states in which you wish to gain certification for specific courses. Relevant courses are listed in Appendix D. Students should consult the course schedule for the availability of courses each semester.

IV. Psychology Electives

Clinical Practicum Option

It is recommended that students take one 3-hour clinical practicum course. Courses that qualify for this option consist of (a) applied work in areas such as child and family therapy, psychotherapy, health psychology, or neuropsychology and (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 841C Advanced Practicum in Psychological Assessment and Intervention
PSYC 782   Child and Family Therapy Practicum

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
     (Prerequisite: PSYC 782 - Child and Family Therapy Practicum)

Other Psychology Electives

Faculty in the Psychology Department occasionally offer special seminars related to their research or applied expertise. These courses are usually open to students in School Psychology, provided you have met any prerequisites set by the instructor.

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. Additional expectations can found in Appendix Y, Program Assessment Plan.

A student entering with previous graduate-level course work from another institution may be exempted from any of the core courses if the professor of the respective course verifies in writing that the student is qualified in the area (e.g., through background or testing). Such verification will be maintained in the student's permanent file. The student is responsible for requesting course exemptions (waivers) during the first semester of enrollment. (See Appendices E & F for examples of course waiver forms; actual forms can be found online at http://www.cas.sc.edu/psyc/grad_psycsch/schforms.html)

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 same year.

Sample Ph.D. Curriculum in School Psychology

	1st Year			2nd Year		
	Fall	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
Statistics/ Research	PSYC 709 Quant. Methods I	PSYC 710 Quant. Methods II Develop ideas for thesis	Start thesis intro Finalize Master's Committee	Master's Thesis	Master's thesis	Finish Master's Thesis
School Psychology Core Courses	PSYC 714 Psychoed. Assessment I Psych 832A Intro to School PSYC	PSYC 715 Psychoed. Assessment II PSYC 716 Psychoed. Asses. III		PSYC 841A Intro to Psychosocial Intervention PSYC 841B Academic Intervention	PSYC 701 Behavioral Intervention	
Practicum				PSYC 832B Practicum	PSYC 832B Practicum	
Psychology Core Course	See advisor	PSYC 772 Research Methods		See advisor	See advisor	
Other Courses			Education course	PSYC 790 College Teaching of Psychology		
Other Events & Deadlines	Apply for course waivers	Portfolio update	Submit master's program of studies		Portfolio update	Submit doctoral program of studies

Sample Ph.D. Curriculum in School Psychology

	3rd Year			4th Year		
	Fall	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
Statistics/Research	Develop ideas for Dissertation	PSYC 899 Dissertation	PSYC 899 Dissertation	PSYC 899 Dissertation Prospectus Approved Data Collection	PSYC 899 Dissertation	Defend Dissertation
School Psychology Core Courses	PSYC 742 Consultation	PSYC 746 Systems Application PSYC 840 Seminar in School Psychology			Courses to develop specialty emphasis	
Practicum	PSYC 832C	PSYC 832C		Clinical Practicum (optional)	Clinical Practicum (optional)	
Psychology Core Course	See advisor	See Advisor		Any remaining Psychology Core Courses		
Other Courses	Education Course	Education Course				
Other Events & Deadlines		Prepare for Written Comp Exam Portfolio update	Written Comp. Exam Complete "Admission to Candidacy" Develop Dissertation Committee Complete Program of Study	Prospectus Approved (Oct. 15) Faculty Permission to Apply for Internship Apply and Interview for Internship Data Collection for Dissertation	Ph.D. Orals Interview for Internship Praxis Portfolio Review	

5th Year
PSYC 865
Internship
(1 credit/semester)

NOTE: Continuous enrollment in PSYC 899 (Dissertation) is required until the completion of the Ph.D.

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   Introduction to School Psychology
In this first-year course, seminar time is initially centered around discussion of the history of School Psychology and current legal, ethical, and professional issues. An attempt is made to clarify the role 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 three courses, PSYC 714, 715, and 716.

PSYC 714   Psychoeducational 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   Psychoeducational Assessment of Children II
Psychology 715 involves psychoeducational 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 psychoeducational 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.

PSYC 716   Psychoeducational Assessment of Children III
Psychology 716 explores the complex issues attendant to personality assessment and interpretation. Combination of didactic and practicum experiences will be provided.

Other Assessment Courses (optional)
Occasionally, departmental faculty offer advanced courses in assessment.Some courses have addressed special topics, such as assessment of young childrenand 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 841A   Introduction to Psychosocial Intervention
This course exposes the student to theories and models of psychological intervention with children, adults, and families. It also addresses legal, ethical, research, and practical issues in providing direct therapeutic services. Applied components include observations of ongoing psychotherapy cases and preparation of treatment reports.

PSYC 841B Acacdemic 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.

PSYC 742   Theory and Practice of Mental Health Consultation - I
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.

PSYC 746   Systems Applications in Psychological Services
This course consists of discussion of theory and practice of school psychological services at the systems level. Simulated experiences, as well as actual field projects, are required.

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 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 local school systems and other agencies in the Midlands of South Carolina, thereby serving the community, 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, "Introduction to 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 field practicum courses are completed in local schools and related settings. In the course of training, students gain experience at all educational levels with a diverse pupil population relative to cultural-ethnic backgrounds, handicapping condition, and SES. Practicum experiences are integrated with relevant course work.

Following is an outline of time commitments, objectives and activities for each semester. 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. In some instances, the faculty may require a student to delay enrollment in a practicum until sufficient progress is made on your master's thesis research.

Some students elect to enroll in additional, advanced practica developed in conjunction with individual faculty members. 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.

Third Semester (Psychology 832B)
1 day per week (8 hours).
Psychology course prerequisites: 832A, 714, 715

> 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 attends parent meetings and conferences, and submits report(s) on policies/procedures affecting the profession.
> 2. To integrate intellectual and educational assessment skills. Student completes four evaluations/observations of LD and EMH re-evaluations.
> 3. To familiarize student with techniques of academic remediation

Fourth Semester (Psychology 832B)

1 day per week (8 hours).
Psychology course prerequisites: 832B (3rd semester) and 716.

Objectives and Performance Standards

To provide further opportunities for practice of assessment skills. Student completes four psychological evaluations, including at least two assessments of emotionally handicapped students.

To provide opportunities for practice of behavioral intervention. Student completes one behavioral intervention and submits written report.

To introduce counseling and therapy skills. Student works with one case in individual therapy. This may be as a co-therapist with an experienced therapist-supervisor.

To introduce academic remediation skills. Student works on an academic intervention case in **both** semesters of 832B.

Fifth Semester (Psychology 832C)

1 day per week (8 hours)
Psychology course prerequisites: 841A, 742 (Co-requisite)

Objectives and Performance Standards

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.

To provide opportunities for further practice of counseling and therapy skills. Student will complete two individual counseling cases, and will have experience with group counseling.

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.

To provide further practice in advanced assessment techniques. Student completes two evaluations of students referred for emotional/behavioral disturbance.

Sixth Semester (Psychology 832C)

1 day per week (8 hours).
Psychology course prerequisites: PSYC 742, PSYC 746 (Co-requisite)

Objectives and Performance Standards

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.

To provide opportunities for practice of systems intervention skills. Student will develop a systems intervention plan including needs assessment, program development, and program evaluation.

To provide opportunities for practice of supervision skills. Student will supervise 1st or 2nd year student in beginning practicum activities.

To provide opportunities for in-service training skills. Student will complete one in-service training project.

Other. Student will complete any assessment and counseling cases initiated during the first semester of 832C.

ADVISEMENT 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 an academic advisor upon entrance to the program. The advisor serves as a mentor for the student and helps aid communication between the student and the school psychology faculty. It is the responsibility of the student to keep track of papers, projects, and other evidence reflecting progress toward completion of the degree. Advisor assignments take into consideration of student research interests. Generally, the advisor will also serve as the student's research mentor, including directing the thesis and dissertation. Generally, the advisor-student relationship is negotiated prior to admission. However, students have the option of changing advisors with program faculty approval.

The general function of advisement 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 (usually in early May), the faculty reviews the progress of every student in the program. Detailed feedback is then provided to students by their respective academic advisors. Updated student portfolios must be submitted annually by each student to the Program Director and relevant advisors to assist program faculty in tracking your progress each semester and in determining whether you are making progress in completing the program. Following the review, the Program Director provides written feedback to each student indicating whether or not adequate progress has been made. Students should note that the Graduate School requires students to maintain a 3.0 GPA (see p. 51 of this handbook). However, the School Program considers additional criteria, including professional behavior (see Appendix Y). Also, a grade of "C" or below 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 an appointment with their academic advisor at least annually to discuss their goals and progress.

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 H) 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 on file in The Graduate School by the end of their first year, or they will not be permitted to register further (see Appendix I for an example of the MA Program of Study. A fillable pdf of the MA Program of Study can be found on the department or Graduate School website at: http://gradschool.sc.edu/DocLibrary/documents/mastersprogramofstudy.pdf).

Student's pursuing a **Doctoral degree** must have an approved program of study on file in The Graduate School by the end of their second year, or they will not be permitted to register further (see Appendix N for an example of the PhD Program of Study. A fillable pdf of the PhD Program of Study can be found on the department or Graduate School website at: http://gradschool.sc.edu/DocLibrary/documents/doctoralprogramofstudy.pdf).

It is the student's responsibility to obtain the correct forms from the website and complete it with the advisor. It must be signed by the student, the advisor, the graduate director, and the dean of The Graduate School. The Graduate Student Services Coordinatorwill 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 advisors.

Please see the Graduate Studies Bulletin at (http://www.sc.edu/bulletin/grad/index.html) for additional information related to the Program of Study and other degree requirements.

QUALIFICATION FOR THE DOCTORAL DEGREE
("Admission to Candidacy")

Qualification for the Ph.D. degree consists of attainment of a score of 550 or better on the Advanced Graduate Records Examination in Psychology. If the student does not have a score of 550 or better:

(1) He/she must take that examination within the first four semesters of the graduate program and attain a score of 550 or better;

–or–

(2) Take final examinations in four graduate courses from areas A-E below and attain a "B" or better in each one. This applies even if the course has been waived. (See pages 17-18 of this handbook for course options for each area.)

A Development
B Learning
C Biological
D Personality/Psychopathology
E Social/Organizational

When the criteria to qualify for candidacy have been met, the student prints a copy of the Qualifying Exam form from the website at:
http://www.cas.sc.edu/psyc/grad_psycsch/schforms.html (see Appendix P for example). When it is completed, return it to the Graduate Student Services Coordinator, who will submit it to the Graduate School.

Student Portfolios
The program requires that each student develop a portfolio. The portfolio is an organized collection of evidence concerning a students' knowledge and competencies. The portfolio should include samples of work related to program goals and objectives that have been completed throughout the student's doctoral training at USC. These goals can be found on pages 13-14 of the *Student Handbook.* Annually, students should provide a current vita, clinical log, and work samples from courses, practicum, and assistantships as appropriate. Work samples can include psychological reports, case studies of interventions, in-service presentations, thesis and dissertation materials, research publications and presentations, teacher ratings, examinations (including comprehensive examination responses), and supervisor feedback.

The portfolio should be in a three-ring binder of appropriate size and stored in the Graduate Student Services Coordinator's office in the Psychology Department. Materials should be organized by program goals, separated by tabs. Students should meet with their advisors annually to review their portfolios. Students who do not provide updated portfolios annually will not be determined to be making appropriate academic progress during their annual evaluation. A provisional review of the completed portfolio will occur in the spring of year four of the degree program. Final review will be completed following internship and prior to graduation (see Appendix Y for detailed information).

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.

Requirements for the Master's degree include:
33 hours of course work, as specified below;
6 hours of thesis credit;
Program of Study;
Successful completion of the master's thesis;
And an oral comprehensive examination

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

Course Requirements

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

PSYC 714	Psychoeducational Assessment I (3 credits)
PSYC 715	Psychoeducational Assessment II (3 credits)
PSYC 716	Psychoeducational Assessment III (3 credits)
	(currently listed as Selected Topics in Psychoeducational Assessment)
PSYC 701	Behavior Assessment and Intervention (3 credits)
PSYC 832A	Introduction to School Psychology (3 credits)
	(currently listed as Practicum in School Psychology)
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, 726, 721, 770, or equivalent courses.

The Master's Thesis (PSYC 799 - 6 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 J). 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 in PSYC 832A. 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 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 area 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 following criteria:

> Clarity of the problem
> Rigor of the methodology/procedures
> Adequacy of the data
> Appropriateness of the data analysis
> Appropriateness of the data interpretation
> Clear relationship drawn to prior research
> Explicit discussion of implications and limitations
> Precision of writing
> Correct APA presentation style
> Correct use of tables, graphs, figures, & appendices

A scoring rubric for theses is provided in Appendix Y, Section 5.

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 either the student's academic advisor or thesis advisor. 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 and applied school psychology at the master's level.

Research Project

Students who enter with an advanced degree (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 advisor 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 will review the thesis and grant approval. Requests for waivers must be completed during the student's first semester in the program.

WRITTEN SPECIALTY EXAM

Each student entering the program with a bachelor's degree must take the specialty 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 specialty examination either during the summer before their fifth or seventh semester of enrollment. This determination should be made in consultation with the academic advisor 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.

The specialty examination in School Psychology consists of six (6) topic areas:

> Assessment and remediation;
>
> Intervention techniques;
>
> Consultation;
>
> Professional practice and ethics;
>
> Research methods in educational settings; and
>
> Diversity and multiculturalism

The examination is given on two days with three areas assessed on each day. Students are given two question choices in each of the above six content areas. The student is required to answer one question from each area for a total of six answers. Three faculty read each question/answer on the exam. A score of 0-3 is given for each answer: 0 = Fail (Trainee fails to meet criteria); 1 = Borderline (Trainee meets minimal requirements for criteria); 2 = Pass (Trainee meets criteria to the extent expected for level of training), 3 = Honors (Trainee significantly exceeds expectations). To pass a single question, a total score of 4 points is needed (e.g., 2, 1, 1 or 3, 1, 0 not 1, 1, 1 or 2, 1, 0). Five questions (out of 6 total) must be passed with a score of 4 or higher to pass the whole exam. When a whole examination is failed, a student will be retested only in the area where questions received a score of less then 4. When a question is failed, the school program faculty may prescribe remedial strategies (e.g., coursework, readings) and conduct further assessment during doctoral orals to ensure competence in the area. Faculty members write critical comments about each answer. These comments are compiled by the coordinator of the specialty examination and are presented in writing to students by the program director. Faculty feedback will be provided for each question.

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

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 O)

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 present a research dissertation. However, the process begins upon entry into graduate school.

Course Work

Students should pursue course work during their careers at USC in a timely manner. During their course work they should be thinking about areas of concentration, research, and avenues of exploration that they might find fulfilling. In addition to their course work, students are encouraged - indeed urged - 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 necessary computer programming prior to proposing the dissertation.

Choosing A Mentor

Graduate students should attempt to find a faculty member with whom they have an intellectual affinity. This means that they should find a person on the faculty who shares their intellectual point of view, shares their research interests and approaches, or sees the world of psychology from a similar vantage point. Sometimes choosing a faculty mentor means finding a faculty member who shares a unique or somewhat different vantage point. In any case, the idea is to identify an individual who can facilitate a student's career. This means that the mentor, traditionally called the dissertation director, can act as overseer, guide, teacher, friend, and colleague to the student. Developing a dissertation does not occur overnight, and students need guidance as to the feasibility of a project, the likelihood of success, and its intellectual appeal and integrity. Each graduate student should work to form such an intellectual bond with a faculty member.

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, the dissertation may be proposed at any time during the student's normal course of study. Practically speaking, most students who enter with a bachelor's degree propose the dissertation in their fourth year. However, there is nothing to prevent a well-prepared student from beginning a dissertation earlier. The process actually begins by developing a committee.

Developing a Committee

At the time that the student is ready to begin work on the dissertation, the student will select from the faculty a *dissertation director* to direct the dissertation, subject to the faculty member's consent. The dissertation director need not be from the program in which the candidate is enrolled, but 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. At least one program area (Clinical-Community or Experimental) should be represented on the committee, in addition to the School Psychology program area.

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 psychologists who work for the medical school, training psychologists, or psychiatrists) 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. However, the responsibility for this rests with the Dissertation Director.

Consultation with the dissertation director or the graduate program chair 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, as noted in the Graduate School regulations.

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 S for example; actual form can be found online at http://gradschool.sc.edu/DocLibrary/documents/G-DCA.doctoral.committee.appointment.GS48.pdf .)

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 5th edition, 2001: 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 chair of the Awards Committee maintains a list of sources of financial support available for graduate student research.

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 internships must have an <u>approved</u> prospectus by October 15th of the academic year in which they plan to submit their 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. <u>It should be noted that all research (both on and off-campus) requires 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.</u> For forms and information, contact 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 he/she 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 for 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; actual form can be found at http://www.cas.sc.edu/psyc/PDFDocs/SchPhDDefenseAnnounce.pdf). 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 at the following link:

http://www.gradschool.sc.edu/ThesisDissertation/Announcements/gdda.asp . 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 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 R)

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.

<u>GENERAL ORAL COMPREHENSIVE EXAMINATION</u>

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 <u>no later than the semester before leaving on internship.</u>

<u>Purpose</u>

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.

<u>Committee</u>

The committee shall be proposed by the program director and approved by the 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 program 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; this 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 will be selected by the department chair. This member will be from one of the applied areas for doctoral candidates in Experimental Psychology, and from the experimental area for doctoral candidates in School and in Clinical/Community Psychology.

6. A copy of the student's approved *Program of Study* will be attached to the request to form a committee.

Time Frame

According to the Graduate School, the oral comprehensive examination must be successfully completed at least 60 days before receipt of the PhD. However, an earlier time is recommended by the program (see p. 40). See Appendix Q for notice of meeting.

General Content and Format

The content of the examination will be from two main sources: (1) key, fundamental concepts, defined as those topics found in introductory psychology textbooks; and (2) fundamental grasp of advanced knowledge in School Psychology. 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 one hour and thirty minutes. The first 15 minutes may 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. The exam proper shall last approximately 75 minutes.

Evaluation

1. 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 one 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 4/92). (See Appendices Q & R for forms and notices related to the results of the Oral Examination or go to the School Psychology forms page at: http://www.cas.sc.edu/psyc/grad_psycsch/schforms.html .)

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 judgement, 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:

> Louisiana School Psychology Internship Consortium
> Chicago Children's Hospital
> Children's Hospital of Orange County (CA)
> Cobb County, Georgia School District
> Nebraska Internship Consortium in Professional Psychology
> Richland I School District (SC)/Montcrief Hospital Developmental Clinic
> Virginia Beach (VA) Public Schools
> Lewiston (TX) Independent School District
> Georgetown University School of Medicine Child Development Center (DC)
> Richland II (SC)/USC School of Medicine
> Sarah A. Reed Children's Center (PA)
> U. of Tennessee Professional Psychology Internship Consortium
> Kennedy Krieger Institute (MD)
> Kansas Consortium in Professional Psychology
> Cypress Fairbanks ISD (TX)

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 Appendix Y for 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 staffings 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 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/accreditation/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 by Geoff Urbaniak, a student in the Department, and is available on the computers at the Psychological Service Center (PSC). (The program is for use within MS Excel.) Plans are underway to have the program available in the student computer lab in the near future.

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 collect data for their dissertation **prior to** leaving on internship. Many students have found it helpful to spend an extra year completing the entire dissertation prior to internship. Students are encouraged to consider this option seriously. 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 quality 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 child care services.

10. 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.

11. Reports by the intern to consumers, other agency or school personnel, or other relevant publics must be co-signed by the licensed psychologist supervisor for the intern.

12. 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.

Psychological Services Test Center

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 Program Director.

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.

Psychological Service Center (http://www.cas.sc.edu/psyc/grad_psyccc/ccpsc.html)

The Psychological Service Center is a clinic operated by the Department of Psychology as a training facility for students in Clinical-Community and School Psychology. Students enrolled in specific practica provide evaluation and therapeutic services for children, families, and adults. Services are offered by graduate students, supervised by departmental faculty. Some School Psychology students participate in the PSC through course assignments, participation in clinic "staffings," and enrollment in clinical practica.

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 and home computers. The library is continually expanding the range of resources that can be accessed from home 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 Department's 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 Monday afternoons at 3:30p.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)
> http://www.midnet.sc.edu/scpa/

> South Carolina Association of School Psychologists (SCASP)
> http://members.aol.com/scaspweb/

> Southeastern Psychological Association (SEPA)
> http://www.am.org/sepa/

American Psychological Association (APA)
   http://www.apa.org/

APA Graduate Students (APAGS)
   www.apa.org/apags/

National Association of School Psychologists (NASP)
   http://www.naspweb.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

Unless you are otherwise notified, your acceptance into the program comes 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 2010-2011 stipend for a 9-month assistantship for an incoming student is $15,250. 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 academic advisors 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 he/she 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 he/she teaches by a faculty member selected by the Chair of the Department. This provision will take effect after approval by the Department faculty.

ADDITIONAL POLICIES

Course Waivers

Frequently, students will enroll in the program with previous graduate course work from other institutions. If the previous course content sufficiently overlaps with required USC course work, the student may wish to apply for a total or partial course waiver. 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 he/she 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.

University 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 program can be found in Appendix Y and on page 55 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 his or her own assignment.

3. A student allows another person to revise, correct, or in any way rewrite his or her 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 his or her 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 are resolved informally. 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.

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 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 his/her 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 he/she 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 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 summer teaching workshops sponsored by the Graduate School and taking the department course, 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 advisor 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, policy (http://bulletin.sc.edu/content.php?catoid=2&navoid=302#Course_Enrollment_Load) 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 *Graduate Studies Bulletin:* (http://bulletin.sc.edu/content.php?catoid=2&navoid=302#Grading_Policies and http://bulletin.sc.edu/content.php?catoid=2&navoid=302#Dropping_a_Course_for_Extenuating_ Circumstances).

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 <u>until the completion of all program requirements</u> (including internship and dissertation). The minimal acceptable registration is three (3) credit hours, except during the internship year, when students enroll for one credit each semester. 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 you 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. A fee will have to be paid for each course and an examination of some type is required. It is strongly advised that all students complete the program within this eight-year period to avoid the problems and costs of revalidation. Also, consult the Graduate Studies Bulletin and webpage for current information.

Dismissal from the Program

Occasionally, students have to be terminated 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 terminated when three school psychology faculty members recommend dismissal and document the specific reasons for the recommendation.

STUDENT ASSOCIATIONS

Psychology Graduate Student Organization

The Psychology Graduate Student Association (PGSA) was founded in the fall of 1969 to provide the graduate students with an organized voice in the administration of the Department. Members of the PGSA annually elect representatives to sit on each of the major standing committees in the Department. All graduate students belong to PGSA. If elected to represent PGSA on Department Committees, they have full voting rights and may serve as Chairperson of the committees. Students are urged to attend PGSA's monthly meetings. The structure of the organization and its meetings are purposely minimized to facilitate communication.

The Program Coordinator has a list of the current representatives and phone numbers. If you have any ideas or complaints about what's happening, be sure to call one of these representatives. Without your ideas, they cannot represent you.

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.

Student Diversity Committee

Organized by graduate students in the Psychology Department, this committee addresses important issues related to diversity and cultural competence in training, practice, and research. The committee is open to all students and faculty.

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
http://www.naspweb.org/
301-657-0270
Fax 301-657-0270

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 11711 Capitol Station
Columbia, SC 29211
http://members.aol.com/scaspweb/

APPENDICES

Appendix A

Recent Graduates of the USC School Psychology Program

Vanessa Bordwine, Ph.D.
School Psychologist
Richland County School District 2
Columbia, SC

Ashley Brewer, Ph.D.
School Psychologist
Richland County School District 2
Columbia, SC

Lisa Byrd, Ph.D.
School Psychologist
Greenville Public Schools
Greenville, SC

Sarah Cagle, Ph.D.
School Psychologist
Lexington County School District 5
Lexington, SC

Macy Calderon, Ph.D.
School Psychologist
Guilford County School District
Greensboro, NC

Jennifer D. Clayton, Ph.D.
School Psychologist
Wilson, NC

Carolyn Cole, Ph.D.
Post-Doctoral Fellow
Kennedy-Krieger
Johns Hopkins School of Medicine
Baltimore, MD

Leah Danford, Ph.D.
School Psychologist
Lexington County School District 5
Columbia, SC

Adrienne DeSantis, Ph.D.
Licensed School Psychologist
Keystone Behavioral Pediatrics
Jacksonville, FL

Gail Elmore, Ph.D.
School Psychologist
Lexington County School District 5
Columbia, SC

Lindsey Frye, Ph.D.
School Psychologist
Greenville, SC

Emily Haranin, Ph.D.
Post-doctoral Psychologist
Children's Hospital Los Angeles
Los Angeles, CA

Kimberly Hills, Ph.D.
Clinical Assistant Professor
University of South Carolina
Columbia, SC

Keri Hoffman, Ph.D.
School Psychologist
Minnesota

Cindy Klubnik, Ph.D.
Post-doctoral Psychologist
Memphis Consortium
Memphis, TN

Belle Ku-Benjet, Ph.D.
Austin, TX

Claudia Ma
Clinical Instructor
Columbia University
New York, NY

Kellie Martin, Ph.D.
School Psychologist
Richland School District 2
Columbia, SC

Erin McDonald, Ph.D.
School Psychologist
Aldine Independent School District
Houston, TX

Laura Smith, Ph.D.
School Psychologist
Maryland

Maria Tolbert Bernard, Ph.D.
Psychologist
SC Dept of Disabilities & Special Needs
Columbia, SC

Michael Valle
Psychologist
Milton Hershey School
Hershey, PA

Megan Wilkins
Psychologist
St. Jude Children's Research Hospital
Memphis, TN

Sarah Bassin Wilson
School Psychologist
Lexington County School District 2
Lexington, SC

Appendix B

School Psychology Students and their Academic Advisors

2010-2011

Beyond Fifth Year
Michael McCall   Smith
Jennifer Yount   Huebner

Internship Year
Sacha Bliss   Huebner/Hills
Lindsay McDonald   Roberts
Page Moore (on leave)   Huebner/Hills
Michelle Munnell (on leave) Huebner
Emily Powell   Roberts
Runa Saha   Huebner
Gill Strait   Smith
Claire Wellborn   Hills/Huebner

Fourth Year
Vittoria Anello   Cooper
Rachel Long   Huebner/Hills
Sam McQuillan   Smith
Elizabeth Schneider   Hills

Second Year
Jason Bird   Smith
Charity Brown   Cooper
Julia Englund   Decker
Xu Jiang   Huebner/Hills
Bridgette Tonnsen   Roberts
Ryan Kelly   Hills/Huebner
Michael Lyons   Huebner/Hills
Ashley Robinson   Roberts

First Year
Marissa Mounts   Roberts
Alycia Roberts   Decker
Robert Ulishney   Huebner/Hills
Elizabeth Visbal   Smith

Appendix C

School Psychology Internship Placements

2010 – 2011
Intern	**Internship Placement**
Sacha Bliss	Sara A. Reed Children's Center Erie, PA
Lindsay McDonald	Louisiana School Psychology Internship Consortium New Orleans, LA
Emily Powell	Lexington School District Two & USC School of Medicine
Runa Saha	Lexington School District One Lexington, SC
Gil Strait	Dallas Independent School District Dallas, TX
Claire Wellborn	Guilford County Schools Greensboro, NC

2009 – 2010
Intern	**Internship Placement**
Susan Antaramian	Virginia Beach Public Schools Virginia Beach, VA
Sheara Fernando	Gwinnett County Schools Atlanta, GA
Ashley Lewis	Guilford County Schools Greensboro, NC
Michelle Munnell (Spring 2010)	Rock Hill School District 3 Rock Hill, SC
Jonathan Schmidt	May Institute Boston, MA
Audrey Whitley	Lexington School District Five Lexington, SC
Jessica Williams	Richland School District Two Columbia, SC

2008 – 2009
Intern	**Internship Placement**
Lindsey Frye	Greenville Public Schools Greenville, SC
Cynthia Klubnik	Illinois School Psychology Internship Consortium Normal, IL

Claudia Ma	St. Luke's Roosevelt Hospital at Columbia University New York, NY
Michael McCall	USC Athletic Department Columbia, SC

2007 – 2008

Intern	**Internship Placement**
Vanessa Bordwine	Richland School District Two Columbia, SC
Emily Haranin	Sarah A. Reed Children's Center Erie, PA
Carrie Pender	Kennedy Krieger Institute, Johns Hopkins School of Medicine Baltimore, MD
Sarah Wilson	Richland School District Two Columbia, SC

2006 – 2007

Intern	**Internship Placement**
Kellie Martin	Cypress-Fairbanks Independent School District Houston, TX
Erin McDonald	Cypress-Fairbanks Independent School District Houston, TX

2005 – 2006

Intern	**Internship Placement**
Ashley Brewer	Richland School District Two Columbia, SC
Sarah Cagle	Oregon Health Sciences University Portland, OR
Leah Danford	USC Pediatric Clinic and Richland School District Two Columbia, SC
Adrienne DeSantis	Kennedy Krieger Institute, Johns Hopkins School of Medicine Baltimore, MD
Gail Elmore	Cypress-Fairbanks Independent School District Houston, TX
Kerrie Hoffman	Louisiana School Psychology Consortium New Orleans, LA
Mike Valle	Milton Hershey Residential School Hershey, PA
Megan Wilkins	Detroit Children's Hospital Detroit, MI

2004 – 2005

Intern	**Internship Placement**
Macy Calderon	University of North Carolina School of Medicine

Kim Hills   Richland School District Two
                        Columbia, SC

Laura Smith   Cypress-Fairbanks Independent School District
                        Houston, TX

2003 – 2004
Intern	Internship Placement
Jennifer Clayton	Sarah A. Reed Children's Center Erie, PA
Ben Funk	Aiken County Schools Aiken, SC
Caroline McKnight	Greenville Children's Hospital Greenville, SC
Julie Seligson Shield	Fort Worth Independent School District Fort Worth, TX
Shannon Suldo	Kennedy Krieger Institute, Johns Hopkins School of Medicine Baltimore, MD
Maria Tolbert	Lewisville Independent School District Lewisville, TX
Robyn Waizenhofer	Cypress-Fairbanks Independent School District Houston, TX

2002 -2003
Intern	Internship Placement
Suzy Brown	Aiken School District Aiken, SC
Lisa Byrd	Lexington School District Two Lexington, SC
Cheryl Fields	Cobb County Schools Atlanta, GA
Livy Fogle	Lewisville School District Lewisville, TX
Tori Kearns	Richland School District Two Columbia, SC
Renee Lindsay	May Institute Boston, MA
Jonathan McCullough	Lexington School District Five Lexington, SC
Katherine North	University of North Carolina, School of Medicine Chapel Hill, NC

2001 – 2002
Intern	Internship Placement
Kimberly Brown	Children's Memorial Hospital Chicago, IL

Cara Marker	Children's Seashore House, Children's Hospital of Philadelphia, University of Pennsylvania Medical School Philadelphia, PA
Gable McCullough (1/2 time)	Richland School District One Columbia, SC
Amanda Nickerson	Devereux Foundation Devon, PA
Colleen Reardon	University of North Carolina, School of Medicine Chapel Hill, NC
Ben Rigby	Sarah A. Reed Children's Center Erie, PA

2000 – 2001

Intern	**Internship Placement**
Lori Campbell	Richland School District Two Richland, SC
Dana D'Andrea Duggan	Cobb County School District Atlanta, GA
Sandra Gagnon	Richland School District One Richland, SC
Mike Griffin	Sarah A. Reed Children's Center Erie, PA
Belle Ku	Austin Internship Consortium in Professional Psychology Austin, TX
Gable McCullough (1/2 time)	Richland School District One Columbia, SC
Dylan McNamara	University of Kansas Professional Psychology Internship Consortium Lawrence, KS
Amy Palmer	Kennedy Krieger Institute, Johns Hopkins School of Medicine
Wendy Waithe Simmons	University of Tennessee Professional Psychology Internship Consortium Memphis, TN
Wendy Stanley	Cypress-Fairbanks Independent School District Houston, TX
Stephanie Williams	Sarah A. Reed Children's Center Erie, PA

Appendix D

Students in School Psychology are required to take 6 hours of educational courses. To meet NASDTEC guidelines, one of these courses must be a basic curriculum course. Please consult your advisor for assistance in selecting these courses.

ALL COURSES IN EDUCATION CAN BE TAKEN WITH ADVISOR APPROVAL ONLY.

School Administration and Organization/Educational Foundations Electives

EDAD 718	School and Community Relationships
EDAD 719	Interpersonal and Group Relations in Educational Administration
EDLP 700	Introduction to Educational Administration
EDLP 701	Educational Leadership
EDLP 705	Legal Basis of Educational Organization and Administration
EDLP 754	Educational Finance
EDFN 592	The Historical Foundation of American Educational Thought
EDFN 744	Philosophy and Education
EDFN 749	The School in Modern Society

Curriculum/Reading/Early Childhood Electives

EDCS 720	Fundamentals of Curriculum Design & Development
EDCS 725	Principles of Curriculum Construction
EDEC 540	The Young Child (Behavior and Development in Early Childhood)
EDEC 541	Integrated Early Childhood Curriculum I
EDEC 546	Education of Young Children: An Ecological Approach
EDEC 608	Parental Involvement in Early Childhood Education
EDEC 750	Play Theory and Early Learning
EDEC 811	Current Trends and Issues in Early Childhood Education
EDPY 701	Psychological Analysis of Instruction
EDRD 519	Remedial Reading I
EDRD 600	Foundations of Reading Instruction
EDRD 711	Psychological Foundations of Reading
EDRD 717	Instructional Strategies for Reading

Exceptional Children/Remedial Methods Electives

EDEX 523   Introduction to Exceptional Children
EDEX 531   Specific Learning Disabilities of School Children
EDEX 604   Interdisciplinary Study of Developmental Disabilities
EDEX 616   Educational Procedures for Specific Learning Disabilities
EDEX 619   Psychology of Mental Retardation
EDEX 630   Methods for the Pre-school Handicapped Child
EDEX 691   Handicapped in the Regular Classroom
EDEX 710   Legal Issues in Special Education
EDEX 712   Educational Procedures for the Mentally Retarded
EDEX 784   Educational Procedures for the Emotionally Handicapped
EDEX 815   Coordination of Programs for Exceptional Children

Counseling

EDCE 503   Family Guidance
EDCE 510   Introduction to Counseling
EDCE 600   Communication Skills
EDCE 700   Cross-Cultural Counseling
EDCE 706   Individual Appraisal Lab
EDCE 707   Career Development
EDCE 709   Counseling through Play
EDCE 710   Professional Legal & Ethical Issues in Counseling
EDCE 720   Theories of Counseling

WAIVER OF COURSES

To: Graduate School

From: _____

                    Director of _____ program

                    _____

          Advisor

Re: _____
          Student's Name

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

<u>Appendix F</u>
(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

INDIVIDUAL COURSE WAIVER FORM
School Psychology Program

<u>TO BE COMPLETED FOR EACH COURSE BY END OF FIRST SEMESTER IN PROGRAM</u>

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 G

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

STUDENT ACCOMPLISHMENT REPORT

SCHOOL PSYCHOLOGY PROGRAM

Name:_____   **Date:**_____

Academic Advisor:_____

Requirements Completed	Date	Committee Chair and Members
Thesis/Research Project Approval		
Thesis/Research Project Approval		
Master's Oral Examination		
Written Comprehensive Exam		
Dissertation Prospectus		
Dissertation Defense		
Ph.D. Oral Examination		
Internship Applications		
Internship Completion		
Internship Primary Supervisor's Name, Address, and Phone#		

Graduate School Paperwork	Date Submitted
Program of Study	
Qualification for Candidacy	
Master's Thesis Approval	
Master's Oral Exam	
Written Comprehensive Exam	
Request of Ph.D. Oral Committee	
Results of Ph.D. Oral Examination	
Notice of dissertation Prospectus Committee meeting	
Approval of Dissertation Prospectus	
Notice of Dissertation Defense	
Results of Dissertation Defense	
Completed Dissertation to Graduate School	

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

<u>Placement</u>   <u>Supervisor</u>   <u>Populations & Activities/Duties</u>

2ⁿᵈ YEAR

<u>Placement</u>   <u>Supervisor</u>   <u>Populations & Activities/Duties</u>

3ʳᵈ YEAR

<u>Placement</u>   <u>Supervisor</u>   <u>Populations & Activities/Duties</u>

4ᵗʰ YEAR

<u>Placement</u>   <u>Supervisor</u>   <u>Populations & Activities/Duties</u>

5ᵗʰ YEAR

<u>Placement</u>   <u>Supervisor</u>   <u>Populations & Activities/Duties</u>

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

Dates	Employer	Your Duties	Date Faculty Approval

2nd YEAR

Dates	Employer	Your Duties	Date Faculty Approval

3rd YEAR

Dates	Employer	Your Duties	Date Faculty Approval

4th YEAR

Dates	Employer	Your Duties	Date Faculty Approval

5th YEAR

Dates	Employer	Your Duties	Date Faculty Approval

Appendix H

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   ____research
____case conferences/staffing   ____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:

Scott Huebner, Ph.D.
Department of Psychology
University of South Carolina
Columbia, South Carolina 29208

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

Appendix I

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

MASTER'S DEGREE OR CERTIFICATE PROGRAM

Name: _____ SSN:_____
         Last Name   First Name   Middle
Name

Address: _____
         Street   Apt., if any   City   State   Zip

Degree: _____   Major: _____   Track or
                                                           Specialization: _____

Admitted to Program: _____Foreign Language required: _____ _____
``   Date   Date Completed

Other requirements:_____

PROGRAM OF COURSES

In the spaces provided below, list all courses for which you request approval in your 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 (for the Master's) or 4 year limit (for the certificate) before the degree is awarded must be revalidated or replaced with another course.

Department	Course Number	Abbreviated Course Title	Date Completed	Credit Hours	Grade	Where Taken

Approved

_____ _____   _____ _____
Student Signature (required)   Date   Graduate Director of School or Department   Date

_____ _____   _____ _____
Major Professor or Advisor   Date   Dean of the Graduate School   Date

Appendix J

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
http://129.252.250.139/thesisdissertation/thesis.htm)

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 masters 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
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. **View the list of program coordinators**.

The G-TSF is to be submitted to the coordinator in an envelope marked "Personal-Confidential". Student 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** 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)**.

2. 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.)

3. **Required Forms**
   - **G-TSF – Thesis Signature and Approval Form**
     - 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". Student 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.

4. **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.**

5. **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_psycsch/schforms.html)

The Graduate School
UNIVERSITY OF SOUTH CAROLINA

Form: G-TSF

THESIS SIGNATURE AND APPROVAL FORM

Date _____

TO THE DEAN OF THE GRADUATE SCHOOL:

_____   _____   _____   _____
          Last Name   *First Name*   *Middle Name*   *Last 4 of SSN*

has presented to the committee a thesis defense in the field of |_____
                                                                           Major Field

within the |_____| for the degree of |_____
               School or College   *Name of Degree*

and reports the results as follows:

○ PASSED thesis defense, and the student's committee has approved the manuscript.

      Title of Thesis |_____

○ FAILED thesis defense; please indicate recommendation relative to a second defense, if any:

|_____|

Examining Committee
This form must be signed first by the major professor and then by all committee members

_____   _____
Director of Thesis Signature   *Type or Print Name*

_____   _____
Co-Director or Reader Signature   *Type or Print Name*

_____   _____
Reader Signature   *Type or Print Name*

_____   _____
Reader Signature   *Type or Print Name*

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

The Graduate School
UNIVERSITY OF SOUTH CAROLINA

Form: G-TSF

AUTHORIZED SUPPLEMENTARY MEDIA FILES FOR ELECTRONIC SUBMISSION

Please identify by name any multimedia files (optional) that have been approved for submission by the thesis committee.

File #1

File #2

File #3

File #4

_____   _____
Thesis Director's Signature   Date

CITATION AND REFERENCE STYLE CERTIFICATION

○ *The Chicago Manual of Style* (the style of citation certified by the graduate school) was used in preparing this thesis.
URL: http://www.chicagomanualofstyle.org/home.html.

○ Another style of citation was used in preparing this thesis, and I, as Graduate Director, assume responsibility for certifying that this alternative style of citation selected correctly utilizes the style listed below.

Name of Style

_____   _____
Graduate Director's Signature   Date

The G-TSF form with signatures must be delivered to the Graduate School coordinator who oversees your degree program (see www.gradschool.sc.edu/staffinfo/gradadmissionsstaff.html to identify the coordinator for your program). Please bring the form to the Graduate School, Byrnes Building 3rd floor room 304; place in an envelope or folder marked G-TSF for the attention of your coordinator. If there are any problems with this form, please submit feedback to gradit@mailbox.sc.edu.

Appendix K
(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

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

<u>Appendix L</u>

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

ANNOUNCEMENT
M.A. Oral Comp Exam & Thesis Defense
School Psychology Graduate Program

Candidate: _____

Date: _____

Time: _____

Room: _____

Committee Chair _____

Committee Member _____

Committee Member _____

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 N
(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

DOCTORAL DEGREE PROGRAM OF STUDY

Name:_____   SSN:_____

      Last Name   First Name   Middle Name

Address:_____

     Street   Apt., if any   City   State   Zip Code

                           Track or

Degree:_____Major:_____Specialization:_____

Doctoral Residency Course Work: Admitted to Program: Admitted to Doctoral Candidacy:_____
(18 hours within 3 major semesters taken after admission   Date
to the doctoral program).

Advisory Committee Approved:_____

                                Date

Foreign Languages required:

Term: Course Numbers   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 degree is awarded must be replaced with another course.

Dept. Prefix	Course Number	Abbreviated Course Title.	Term/Date Completed	Credit hours	Grade	Where Taken

Approved

_____   _____   _____   _____

Student Signature (required)   Date   Graduate Director of School or Department   Date

_____   _____   _____   _____

Major Professor or Advisor   Date   Dean of the Graduate School   Date

APPENDIX O
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 http://129.252.250.139/thesisdissertation/dissertation.htm)

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

- Dissertation Defense Announcement (G-DDA)
  http://129.252.250.139/thesisdissertation/Announcements/gdda.asp

- 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 use our **Dissertation Defense Announcement and Information for Doctoral Commencement (G-DDA)** form to submit this information at least 14 days prior to the defense. After submitting your Defense Announcement form, 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)** 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) 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. **View the list of program coordinators**.

The G-DSF and SED are to be submitted to the coordinator in an envelope marked "Personal-Confidential". Student 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. All changes to the program of study must be submitted in writing using the **Program Adjustment Form (GS-43)**.

2. 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**.)

3. **Required Forms**
   o **G-DDA – Dissertation Defense Announcement** (submit at least 14 days prior to defense)
     ▪ Required public announcement for all defenses
     ▪ Information is used for the Doctoral Hooding Program
     ▪ Form is electronically submitted to the Graduate School

   o **G-DSF – Dissertation Signature and Approval Form**
     ▪ 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. (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.

   o **SED – Survey of Earned Doctorates**
     ▪ 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". Student 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

- o Go to the **Submission Portal**
- o Establish an account
- o Select a publishing agreement, enter contact information, bibliographic details, and an abstract for publication
- o 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.)
- o Payment is made through the portal by credit card. **Minimum fee is $65.**

Format Check

- o 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**.
- o 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.
- o 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.
- o **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
    - o 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:
    - o 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 dissertation, the department and student are responsible for obtaining this copy.

The Graduate School
UNIVERSITY OF SOUTH CAROLINA

Form: G-DSF

DISSERTATION SIGNATURE AND APPROVAL FORM

Date _____

TO THE DEAN OF THE GRADUATE SCHOOL:

| _____ | _____ | _____ | _____ |
| *Last Name* | *First Name* | *Middle Name* | *Last 4 of SSN* |

has presented to the committee a dissertation defense in the field of [   ]

Major Field

within the [   ] for the degree of [   ]

School or College *Name of Degree*

and reports the results as follows:

○ PASSED dissertation defense, and the student's committee has approved the manuscript.

Date of Defense [   ] Time of Defense [   ] Location of Defense [   ]

Title of Dissertation [   ]

○ FAILED dissertation defense; please indicate recommendation relative to a second defense, if any:

[   ]

Examining Committee
This form must be signed first by the major professor and then by all committee members

_____ _____
Major Professor Signature *Type or Print Name*

_____ _____
Examining Committee Chair (if different from Major Professor) *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*

AUTHORIZED SUPPLEMENTARY MEDIA FILES FOR ELECTRONIC SUBMISSION

Please identify by name any multimedia files (optional) that have been approved for submission by the dissertation committee.

File #1   [   ]

File #2   [   ]

File #3   [   ]

File #4   [   ]

_____   _____

Major Professor's Signature   *Date*

CITATION AND REFERENCE STYLE CERTIFICATION

○ *The Chicago Manual of Style* (the style of citation certified by the graduate school) was used in preparing this dissertation
URL: http://www.chicagomanualofstyle.org/home.html.

○ Another style of citation was used in preparing this dissertation, and I, as Graduate Director, assume responsibility for certifying that this alternative style of citation selected correctly utilizes the style listed below.

Name of Style [   ]

_____   _____

Graduate Director's Signature   *Date*

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 (see www.gradschool.sc.edu/staffinfo/ gradadmissionsstaff.html to identify the coordinator for your program). Please bring these documents to the Graduate School, Byrnes Building 3rd floor room 304; place in an envelope or folder marked G-DSF / SED for the attention of your coordinator. If there are any problems with this form, please send feedback to gradit@mailbox. sc.edu.

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

QUALIFYING EXAM FORM

To: Dean of the Graduate School

From: Faculty, Department of Psychology

Date: _____

_____ (SS# _____)

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

<u>Appendix Q</u>

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

ANNOUNCEMENT
PH.D. ORAL COMPREHENSIVE EXAM

Name: _____

Date: _____

Time: _____

Room: _____

Committee

1. _____ Chair

2. _____ Psychology

3. _____ Psychology

4. _____ ***

<u>Appendix R</u>

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

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
(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

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:_____

Return form to: The Graduate School
                    901 Sumter St. #304
                    Columbia, SC 29208
                    Fax: 803-777-2972   GS48 rev 2/2007

Appendix T
(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

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
(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

PROSPECTUS MEETING

Name: _____

Date: _____

Time: _____

Room: _____

Title:

_____

_____

_____

_____

Committee: _____   **Chair**

_____   Psychology

_____   Psychology

_____   Outside Member*

_____   Other

Appendix V

(form can be found online at http://www.psych.sc.edu/grad_psycsch/schforms.html)

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.

ANNOUNCEMENT
DISSERTATION DEFENSE
School Psychology Graduate Program

Name: _____

Date: _____

Time: _____

Room: _____

Title: _____

_____

_____

Committee: _____, **Chair**

_____, **Psychology**

_____, **Psychology**

_____, **Other Area**

Appendix X
(Please complete entire 12 page document found at
http://gradschool.sc.edu/DocLibrary/documents/SED.pdf
and return to Psychology Graduate Program Coordinator)

SED
Survey of Earned Doctorates
July1, 2010 to June 30, 2011

Conducted by

NORC
at the UNIVERSITY OF CHICAGO

for

NSF · NATIONAL INSTITUTES OF HEALTH · USDA · NASA

Please complete:

First Name	Middle Name	Last Name	Suffix (e.g., Jr.)
Cross Reference: Birth name or former name legally changed			Today's Date
Name of Doctoral Institution		City or Branch	
Type of Research Doctoral Degree (e.g., Ph.D, Ed.D, etc.)			Date Degree Granted (mm/yyyy)

This information is solicited under the authority of the National Science Foundation Act of 1950, as amended. All information you provide is protected under the NSF Act and the Privacy Act of 1974, and will be used only for research or statistical purposes by your doctoral institution, the survey sponsors, their contractors, and collaborating researchers for the purpose of analyzing data, preparing scientific reports and articles, and selecting samples for a limited number of carefully defined follow-up studies. The last four digits of your Social Security Number are also solicited under the NSF Act of 1950, as amended; provision of it is voluntary. It will be kept confidential. It is used for quality control, to assure that we identify the correct persons, especially when data are used for statistical purposes in Federal program evaluation. Any information publicly released (such as statistical summaries) will be in a form that does not personally identify you or other respondents. Your response is voluntary and failure to provide some or all of the requested information will not in any way adversely affect you.

The time needed to complete this form varies according to individual circumstances, but the average time is estimated to be 20 minutes. If you have comments regarding this time estimate, you may write to the National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230, Attention: NSF Reports Clearance Officer. A Federal agency may not conduct or sponsor a collection of information unless it displays a currently valid OMB control number.

For more information about the Survey of Earned Doctorates, go to www.nsf.gov/statistics/doctorates

Appendix Y

University of South Carolina

School Psychology Program

Assessment of Student Learning and Professional Development

Overview

The University of South Carolina School Psychology Program Evaluation System is designed to comprehensively and systematically assess learning and professional development and to ensure that all students acquire and integrate the competencies needed to be effective school psychologists prior to graduation. Assessments are designed to address the knowledge, skills, and professional work characteristics contained in both program objectives and NASP *Domains.*

The following sections describe major assessment components of the program. *Program faculty reserves the right to alter the exact components of each method to correspond with program goals and NASP standards,* given sufficient notice to properly prepare and complete each component (e.g., approximately a one year notice of changes in portfolio components). The table below outlines the major components of the evaluation system. The sections that follow describe the components in greater depth.

	Entry Level	1st Year/ Foundations	2nd Year/ Foundations	3rd Year/ Foundations	4th Year/ Foundations	Internship	Culminating
Individual Assessment	-Review of Candidate GPA GRE scores references interviews essays experience	-Course-embedded Exams Psych Reports Research reports Oral presentation -Professional behavior appraisal	-Course-embedded Exams Observations Case studies academic behavioral -Practicum supervisor ratings -Professional behavior appraisal -Thesis	-Course-embedded Exams Consultation Systems Int. Oral present -Practicum supervisor ratings -Professional behavior appraisal	-Course-embedded Exams -Written Comps -Doctoral Orals -Internship acquisition -Professional behavior appraisal	-Intern performance appraisals (2)	-Portfolio -Dissertation -Praxis II Exam
Program Evaluation	-Summary of applicants/admitted student credentials	-Student evaluations of courses/ instructors	-Student evaluations of courses/ instructors -Evaluation of traineeship and field site	-Student evaluations of courses/ instructors -Evaluation of traineeship and field site	--Student evaluations of courses/ instructors -Evaluation of traineeship and field site	-Evaluation of intern supervision/ field site	-Exit interview -Alumni surveys -Employer survey -Annual review of all student assessment data

Section I: Introduction

Program assessment procedures reflect the mission of the program as stated in the program materials (e.g., student handbook) and the importance of key outcomes. The faculty has designated two primary goals and five objectives that are aligned with credentialing and certification requirements and these are listed below in bold. For each outcome listed there are multi-method, multi-source assessment procedures at various points in student training, rubrics, and procedures to use data to improve student performance and student training.

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

Objective 1: Conceptual Framework and Goals for Identity, Function, and Ethical Understanding:

Competencies: It is expected that students will understand the roles and functions of school psychologists in school and non-school settings; understand the legal and ethical standards that relate to professional psychology and school practice; and understand the various employment contexts for school psychologists, with particular emphasis on culture and organization of schools.

Assessment Points

Data at Admission or end of first year:
1. faculty member ratings of acceptability for admission based on interest and knowledge of school psychology gleaned from personal statements and interviews
2. scores on final examination questions in Psych 832A related to historical foundations, professional roles and issues, and ethics (minimum = grade of 80% or higher on final exam)

Data at Mid-point (end of third year):
1. practicum supervisor ratings in Psych 832B and Psych 832C reflecting end of year evaluation of students' knowledge and sense of professional identity, professional roles and issues, and ethical behavior (minimum = score of "2" or higher on Professional Skills items 1 -2 and Professional Behavior items 1- 7).
2. evidence of student membership in professional organizations (minimum = membership in one or more relevant professional organizations)
3. evidence of student attendance and participation in professional conferences (e.g., NASP, SCPA, APA)(minimum = attendance at one or more professional conferences)
4. scores on written comprehensive exam question that assesses identity, function, and ethics (minimum = score of "4" or higher).

Data at Completion (Graduation):
1. internship supervisor ratings of knowledge of identity, function, and ethics (minimum = score of "2" or higher on Professional Skills items 1 -2)
2. score on PRAXIS Exam *addressing ethical, legal, and professional foundations*) (minimum = score within or above average range)
3. student eligibility for license for private practice/certification (minimum = passing score on EPPP licensure examination)
4. evidence of student membership and participation in professional organizations (minimum = attendance at one or more professional conferences)
5. self-ratings of knowledge of identity, function, and ethics at exit interview (minimum = score of "2" or higher).

Criteria for overall program evaluation:
1. percentage of students who pass the Ethics and Professional Practice component of the School Psychology Written Comprehensive Exam
2. percentage of students working in School Psychology five years after graduating
3. percentage of students who belong to relevant professional organizations five years after graduating
4. percentage of students who attended relevant conferences five years after graduating
5. percentage of students completing continuing education in school psychology five years after graduating
6. percentage of students who achieve a passing score on the PRAXIS exam

Objective 2: Conceptual Framework and Assessment of Psychoeducational Assessment

Competencies: It is expected that students will obtain information through behavioral observations, interviews, records, and community resources that relate to the development of intervention programs for children with learning and/or behavioral difficulties; to administer, score, and interpret tests of intellectual ability, educational achievement, personality, perceptual-motor abilities, adaptive behavior, and other relevant skills and abilities; to interpret 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.

Assessment Points

Data at Admission or end of first year:
1. faculty member ratings of prior experience in clinical settings (school, pre-school, after school program, children's summer camps, clinical hospital, working with a psychologist conducting interventions) gleaned from admission files and interviews
2. instructor ratings on psychological reports in Psych 714 (minimum = score of "2" or higher on each item on rubric

Data at Mid-point (end of third year):
1. instructor ratings on psychological reports in Psych 716 (minimum = score of "2" or higher on each item on rubric).
2. practicum supervisor ratings on psychological reports in Psych 832B and Psych 832C (minimum = rating of "2" or higher on Professional Skills items 3 – 5).
3. instructor ratings on rubric for assessment portion of consultation project in Psych 832C (minimum = score of "2" or higher on items 1 -2 on rubric)
4. instructor rating of behavioral assessment project in Psych 701 (minimum = score of "2" or higher on items 1-2 on rubric)

Data at Completion (Graduation):
1. score on comprehensive exam question on assessment (minimum = score of "4" or higher)
2. score on comprehensive exam question on diversity (minimum = score of "4" or higher)
3. internship supervisor ratings on assessment skills (minimum = score of "2" or higher on Professional Skills items 3-5)
4. self-rating of knowledge of assessment in exit interview (minimum = score of "2" or higher)
5. score on PRAXIS exam section *addressing assessment practices*) (score within or above "average" range on PRAXIS)
6. evidence of diverse client base (minimum = evidence of diverse client experiences in portfolio logs; rating of "2" or higher on Professional Behavior item 3)

Criteria for overall program evaluation:
1. percentage of students admitted to the program with prior assessment experience
2. percentage of students who meet criterion on rubrics related to assessment projects
3. percentage of students who pass the assessment methods component of the comprehensive exam
4. percentage of students receiving acceptable ratings of assessment competence from internship supervisors

Objective 3: Conceptual Framework and Goals for Direct and Indirect Intervention

Competencies: It is expected that students will develop and evaluate appropriate intervention plans for individuals with learning and/or behavioral difficulties; consult in a collaborative fashion with teachers, parents, and others related to the education and mental health of children; provide and evaluate direct counseling and therapy treatments in individual and group formats and for particular diagnostic issues; formulate, implement, and evaluate systems-level assessment and intervention programs; and develop knowledge and methods of supervision.

Assessment Points

Data at Admission or end of first year:
1. faculty member ratings of students' intervention experience gleaned from admission

        files and interviews
2. faculty member ratings of student inservice presentation in Psych 832A (minimum = score of "2" or higher on rubric for presentation).

Data at Mid-point (end of third year):
1. practicum supervisor rating on academic case study in Psych 832B (minimum = score of "2" or higher on all items on rubric for Behavior/Academic Intervention Case Study)
2. practicum supervisor rating on behavioral case study in Psych 832B (minimum = score of "2" or higher on all items on rubric for Behavior/Academic Intervention Case Study)
3. practicum supervisor rating on consultation case study in Psych 832C (minimum = score of "2" or higher on all items on rubric for Consultation/Indirect Service)
4. score on comprehensive exam question on intervention (minimum = score of "4" or higher on comprehensive exam or score of "2" or higher)
5. score on systems intervention project in Psych 746 (minimum = score of "2" or higher on all items on Consultation/Indirect Service rubric)
6. practicum supervisor rating on supervisory skills (minimum = score of "2" or higher on Professional Skills item 17)
7. Instructor rating on supervision case in Psych 832C (minimum = score of "2" or higher on all items on rubric for supervision case

Data at Completion (Graduation):
1. internship supervisor rating on knowledge and impact of intervention services (minimum = score of "2" or higher on Professional Skills Items 6 -11)
2. internship supervisor rating on supervisory skills (minimum = score of "2" or higher on Professional Skills item 17)
3. score on PRAXIS Exam section *addressing intervention* (minimum = score within or above average range)
4. score on PRAXIS Exam section *addressing consultation* (minimum = score within or above average range)
5. self-rating on intervention outcome skills at exit interview (minimum = score of "2" or higher)
6. self-rating on consultation skills at exit interview (minimum = score of "2" or higher)
7. evidence of diverse client base in portfolio (minimum = evidence of diverse client experiences in portfolio logs; rating of "2" or higher on Professional Behavior item 3)

Criteria for overall program evaluation:
1. percentage of students who receive an internship match
2. percentage of students who pass PRAXIS Exam
3. percentage of students who are employed in leadership positions (e.g., supervisory or policy making positions) within five years of graduating
4. percentage of students who present at relevant professional conferences within five years of graduating

Objective 4: Conceptual Framework and Assessment of Research Skills

Competencies: It is expected that students will to acquire systematic problem-solving and problem-finding skills including hypothesis testing, data analysis, and conclusion drawing from formal research and non-research applications; students will have the ability to evaluate and critique the existing applicable research literature in school psychology.

Assessment Points

Data at Admission or end first year:
1. transcript performance in undergraduate courses in statistics and methodology
2. faculty ratings of research experiences gleaned from admissions file
3. Math and Analytic scores on GRE
4. final examination score examination score in Psych Stats 709 (minimum = grade of 80% or above)
5. instructor rating on Psych Stats 710 research project (score of "2" or higher on each item of rubric for Research Projects/Theses/Dissertations)

Data at Mid-point (end of third year):
1. faculty ratings on Masters thesis (score of "2" or higher on each item of rubric for Research Projects/Theses/Dissertations)
2. record of publication or scientific presentations (minimum = one or more research products of publishable quality)
3. evidence in portfolio from classes or assistantship showing use of single case or individualized evaluation of intervention effects (minimum = one case example)
4. score on written comprehensive exam question addressing research (minimum = score of "4" or higher)

Data at Completion (Graduation):
1. doctoral dissertation committee member ratings on doctoral dissertation ((score of "2" or higher on each item of rubric for Dissertations)
2. record of publications or scientific presentations (minimum = two or more research projects of publishable quality)
3. faculty ratings on doctoral orals (minimum = scores of "2" or higher on all items on rubric for doctoral orals
4. self-ratings on research skills in exit interview (minimum = rating of "2" or higher)

Criteria for overall program evaluation:
1. percentage of students admitted with prior research experience
2. percentage of students who successfully complete Masters degree in three years and Ph.D in five years
3. percentage of students who complete all data collection before going on internship
4. frequency counts of students with various publications and presentations
5. percentage of alumni who continue research and evaluation activities
6. percentage of students who, following graduation, publish, do professional presentations, and obtain external grant funding.

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

Objective 1: Conceptual Framework and Assessment of Theory and Research in Core Areas of Psychology

Competencies: It is expected that students will demonstrate knowledge of the breadth and depth of psychology, history, and development, and research methods and applications; and demonstrate knowledge of the scientific, methodological, and theoretical foundations of practice.

Assessment Points

Data at Admission:

1. faculty members' ratings of prior academic coursework (e.g., undergraduate research methods, statistics, and core course performance)
2. Psychology GRE score

Data a Mid-point (end of third year):
1. course grades in core graduate psychology courses (learning, developmental, social, biopsychology, psychopathology) (minimum = grades of "B' or higher in all courses or score of "2" or higher on each item of rubric for doctoral orals)
2. course grades in graduate level statistics, research methods, and measurement (Psych 714-716) courses (minimum = grades of "B" or higher in all courses or score of "2" or higher on each item of rubric for doctoral orals)
3. score on doctoral oral examination (minimum = score of "2" or higher on each item of rubric for doctoral orals)

Data at Completion (Graduation):
1. internship supervisor ratings of evidence-based practices (minimum = rating of "2" or higher on Professional Skills item 18)
2. student eligibility for license for private practice/certification (minimum = score of pass on PRAXIS and/or EPP)
3. faculty members' ratings of dissertation (minimum =scores of "2" or higher on all item on rubric for dissertation)
4. Score on PRAXIS Exam section addressing applied psychological foundations (minimum = score within or above average range)

Criteria for overall program evaluation:
1. percentage of students who earn grades of "B" or higher in core graduate psychology courses.
2. percentage of students who earn grades of "B" or higher in graduate level statistics, research methods, and measurement courses.
3. percentages of students who pass oral examinations

4. percentage of students who achieve licensure/certification
5. percentages of students who complete publishable dissertations

Evaluation Rubrics

The program has adopted rubrics for many of the evaluation criteria mentioned. These include:
1. Precise criteria and forms used for student selection, yearly evaluation, and summative evaluation.
2. Standards for syllabi; Peer review of all instructional settings; Student evaluations of all teaching settings using well-normed scales.
3. Precise criteria for the conduct of major research requirements.
4. Extensive use of external review (e.g., editorial review of submissions, extensive use of supervisor and consumer feedback).
5. Regular external program reviews including content analyses of dissertations.
6. Reputational reviews (e.g., *US News*; citations of faculty and students).
7. Group consensus ratings for evaluative judgments of major products (e.g., oral and written examinations; research products; portfolios).
8. Use of other normed measures (e.g., PRAXIS test on School Psychology; scores on licensure examinations).
9. Rubrics for assessment, intervention, and research projects; doctoral orals; case studies; and psychological assessments.

Connecting Outcomes to Program Improvement

Beyond the information presented above the following systemic mechanisms ensure this connection.

1. Each student is fully presented with a list of requirements upon admissions (i.e., the student handbook with 100 pages of relevant policy)
2. Each student is assigned a faculty advisor for the duration of training.
3. All policies are designed with student input. Students have two "seats" (votes) at program meetings (bi-monthly).
4. There are clear department grievance procedures to protect student rights.
5. Each student is thoroughly evaluated each year by all program faculty. First-year students are evaluated twice in the first year.
6. Annual meetings are held to review program assessment data and make curriculum revisions as necessary.
7. Day long faculty retreats are held once every five years to discuss long-range planning issues.
8. Significant curriculum changes are reviewed by the whole department of psychology in faculty meetings.
9. There are yearly data and evaluation requirements from the American Psychological Association

Section II: Student Annual Evaluation Form:

Student Annual Evaluation Form

School Psychology Program

This report should be submitted to the Program Director on or before April 20th of each year. Sections I-III should be completed by the student. Section IV is completed by the faculty.

I.   Descriptive Information

Student Name:

Year of Entry into the Program:

Advisor/Major Professor:

Date:

II.   Summary of Professional Activities Over Past Year

Activity: Check yes or no for each activity. This information is required by APA.
Member of professional or research society: __no __yes
Author or co-author of papers or workshops at professional meetings: __no __yes
Author or co-author of articles in professional or scientific journals: __ no __yes
Involved in grant-supported research: __no __yes
Involved in teaching: __no __yes
Engaged part-time in delivery of professional service (on or off campus): __no __yes

III.   Program Requirements

Date Completed/Requirement

_____Program of Study
_____Masters thesis/Second year project
_____Masters orals
_____Masters degree
_____Written comprehensive exam
_____Qualifying procedures
_____Required coursework
_____Dissertation prospectus
_____Doctoral orals
_____Dissertation defense
_____Approval for seeking internship
_____Internship completion
_____PRAXIS completion

IV. Evaluation Summary (Faculty Comments and Feedback)

This portion is completed by the School Faculty during the annual review meeting in May. If you have questions, please consult your academic advisor and/or major professor.

Ratings are based on the following scale 0-4 scale:

0 = no opportunity or not relevant at this time
1 = unsatisfactory -rating signifies that minimally acceptable standards are not being met" requires remedial plan.
2 = meets minimal expectations, but needs improvement.
3 = meets expectations appropriate for level of training.
4= Exceeds expectations –rating signifies superior performance.

Academic Competencies

1. ___knowledge of identity, function, and ethics
2. ___assessment skills
3. ___direct intervention skills
4. ___indirect intervention skills
5. ___research skills
6. ___psychological science foundations

Professional Behavior

1. ___timeliness of logs, files up to date, etc.
2. ___ professional behavior
3. ___commitment to continuing professional development

Comments:
_____

_____

_____

Summary Review: Check one.

__ Student is not making appropriate progress toward degree.
__ Student is making appropriate progress toward degree.

Program Director Comments:
_____

_____

_____   _____
Program Director   Student

_____   _____
Date   Date
Note: This form should be completed and maintained in the Student Services Office.

Section III. Portfolio Rubric

USC School Psychology Program Portfolios

The portfolio is a reflection of your ongoing professional development throughout your training. You should begin creating your portfolio during your first semester of the program, updating it at the end of each semester. You should review your portfolio with your academic advisor during scheduled advising sessions. S/he will provide you with feedback regarding your documentation and progress toward successful completion of the program. The portfolio will be used as one of the assessments of your overall professional development. It should also assist you in preparing applications for internships and future employment opportunities, and it will aid in overall evaluation of the School Psychology Program at USC. The portfolio should be provisionally completed and approved by a committee of two school psychology faculty members during the semester prior to going on internship. The committee should include your major professor and/or academic advisor or another school program faculty member. Final approval of the portfolio is required following internship completion and prior to graduation.

Requirements for a grade of Pass:

The portfolios are graded with respect to each of the following 14 items. To pass, the student's final product must receive a score of "2" from each committee member in all 14 areas. The ratings are based on a scale of 1 = below expectations for this stage of professional development; 2 = meets expectations for this stage of professional development, and 3 = exceeds expectations for this stage of professional development. Students who do not pass must meet with their advisor/mentor to develop a remedial plan (see *Student Handbook*).

1. Presentation: The portfolio should be in a binder with typed name on cover and a cover page with the students name and date of program entry as well as places for faculty member signatures (provisional and final) and dates. There should be tabs for major sections (identity, functions, and ethics; assessment; direct intervention skills; indirect interventions skills; research skills; and psychological foundations). All identifying information should be removed from case study materials. The portfolios should be stored in the Graduate Student Services Coordinator's office. Students are encouraged to make an additional copy for themselves, however, the original portfolio must remain at USC for program evaluation purposes.

2. Statement of Professional Goals: The student should provide a brief statement of short-term and longer-term professional goals during and after completion of the program (3-4 pages). The student should revise and update as necessary to assist in our appraisal of program quality.

3. Student Annual Evaluation Form: The student should provide an updated form on or before April 20th of each year. Students should complete sections I-III. The Program Director will complete section IV and return to the student portfolio.

4. Student training vita: The student should include a comprehensive curriculum vita, which is updated annually by April 20. The vita should include appropriate identifying information, education background, professional affiliations, professional experiences (clinical, research, teaching), coursework and grades; service activities, additional training, scholarly publications and presentations, and specific diagnostic assessment experiences (see attached sample vita).

5. Copy of PRAXIS scores: The student should provide a copy of total and domain-specific scores.

6. Letter from Program Director providing USC Comprehensive Exam results: See attached sample letter**.**

7. Complete supervisor rating scales from 832B, 832C, and Internship: See attached forms.

8. **Scoring Rubrics** for Research Methods Project, Thesis, and Dissertation; 714, 716, 832B, and 832C psychological reports; 832B academic case study; 701 behavior case study; 832C consultation case study; 746 systems case study; doctoral orals; doctoral dissertation

9. Exit ratings: The student should complete the USC School Psychology Program Exit Survey (see attached).

10-14. Evidence related to Program Goals:: The student should provide the following information, adding additional information as desired in consultation with the academic advisor.

Program Goals:

1. Identity, Function, and Ethics

    a. 832A exam question response and instructor rating - essay exam score on history question
    b. 832A exam question response and instructor rating- essay exam score on current issues/practices in school psychology question
    c. 832A exam question response and instructor rating – essay exam score on ethical issues in school psychology question
    d. 832A exam question response and instructor rating- essay exam score on school psychologist roles and functions question
    e. Letter from Program Director specifying score on comprehensive exam question on identity, function, and ethics
    f. Practicum Student Rating Form (832B and 832C Practicum supervisor ratings on ethics knowledge and behavior)
    g. Internship Rating Form (Internship supervisor rating on ethics knowledge and behavior)
    h. Relevant Praxis score (including total praxis score)
    i. Other

2. Assessment
    a. Psychological report from 714 and instructor rating of psychological report
    b. Psychological report from 716 and instructor rating of psychological report
    c. First draft of final psychological report from 832B instructor rating
    d. Behavioral assessment report and 701 instructor rating of report
    e. Letter from Program Director specifying score on comprehensive exam question on assessment
    f. Relevant Praxis score
    g. Other

3a. Direct Intervention Skills/Indirect Intervention Skills

    a. Behavior case study from 832B and instructor rating
    b. Academic case study from 832B and instructor rating
    c. Letter from Program Director specifying score on comprehensive exam question on direct intervention
    d. Relevant Praxis score
    e. Consultation case report from 832C and instructor rating
    f. Letter from Program Director specifying score on comprehensive exam question on direct intervention
    g. Relevant Praxis scores
    h. Other

4. Research Skills

    a. 709 instructor rating on final exam
    b. Research project from 710 and instructor rating
    c. Letter from Program Director specifying score on comprehensive exam question on research
    d. Masters thesis abstract and committee rating on rubric for thesis
    e. Doctoral dissertation abstract and committee rating on rubric for doctoral dissertation
    f. Other

5. Psychological Foundations: Integration of Core Psychology Knowledge and Practice

    a. Evidence of course grades of "B" or higher in core psychology course (Learning, Development, Social, Biopsychology, and Psychopathology)
    b. Evidence of course grades of "B" or higher in statistics, research methods, and measurement courses (PSYC 714-716).
    c. Final (PSYC 710) Statistics project
    d. Masters thesis abstract and committee rating on rubric for thesis
    e. Rubric for doctoral orals
    f. Dissertation abstract and committee rating on rubric for dissertation
    g. Rubric for doctoral dissertation defense

Note. Other materials may be included in consultation with your Academic Advisor.

Section IV. Practicum/Internship Performance Rubrics

University of South Carolina
Practicum Student/Intern Rating Scale

_____
Student Name

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 psychoeducational 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 inservice 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 evaluate applicable research literature in school psychology

Comment: _____
_____
_____

15. ___ Demonstrates good humans relations skills

Comment: _____
_____
_____

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

Comment: _____
_____
_____

17. ___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

Section V: Other Scoring Rubrics

Scoring Rubrics

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.

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?

Additional comments:

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:

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 consultee resistance if necessary.
__ Student shows ability to communicate effectively in interviewing, conferencing, and inservice training.
__ Student shows ability to evaluate the outcomes of the intervention.
__ Written report is organized, comprehensible, and meaningful.

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

__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

 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 of psychological science
__ 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:

Inservice Presentation (832A)

___Clarity of presentation
___Usefulness of information in presentation
___Interest
___Comprehensiveness
___ Accuracy

Additional comments:

Section VI: Sample Student Vita

S.P. Student, M.A.

Student Training Vitae

Home Address:

100 Gamecock Street

Columbia, SC 29209
(803) 777-7777
E-mail: student@yahoo.com

Office Address:

Department of Psychology
University of South Carolina
Columbia, SC 29208
Fax: (803) 777-9558

EDUCATION

The University of South Carolina (APA and NCATE Accredited), Columbia, SC
  Doctor of Philosophy, School Psychology (Expected Graduation: August 2008)
  Master of Arts, School Psychology (May 2006)
  Current Cumulative GPA: 3.91

The University of Notre Dame, Notre Dame, IN
  Bachelor of Arts, Sociology, Concentration in Pre-professional Studies (May 2002)

  Studied Abroad at the University of Notre Dame in London, England, Fall 2000
  Cumulative GPA: 3.39

PROFESSIONAL AFFILIATIONS

American Psychological Association (2004 – present) – Student Affiliate
American Psychological Association, Division 16 (2003 – present) – Student Affiliate
Council for Exceptional Children (2006 – present) – Student Affiliate
National Association of School Psychologists (2003 – present) – Student Affiliate
South Carolina Association of School Psychologists (2006 – present) – Student Affiliate

PROFESSIONAL EXPERIENCE

Employment

Volunteer Residential (Live-In) Counselor
Boys Hope Girls Hope San Antonio Inc. (Americorps Affiliated), San Antonio, TX
Responsible for four at-risk teenage boys in a residential program designed for at-risk children

who were academically motivated and capable of pursuing higher education. Children in the program were placed there voluntarily by their parents or legal guardians. Parents, students, and counselors worked together to achieve program and individual goals. A consistent, safe, and education-oriented environment was provided through implementation of household rules, role-modeling healthy relationships, tutoring, and guiding students' actions and behavior. Other responsibilities included managing daily household tasks, participating in weekly staff meetings which encouraged cooperation among counselors, planning weekly house meetings and bi-weekly reflection, collaborating with mental health providers serving our students, and collaborating with students' families to encourage family involvement. In addition, cooperative relationships with school personnel were established through collaboration with teachers and administrators, and participating as an active member of the parent-teacher association. Student involvement in extracurricular activities such as athletics, drama, and/or choir was supported.
(July 2002 – July 2003)
Supervisor: Carrie Simmons, Program Director

Clinical Experience

Psychological Consultant
Pine Grove School, Elgin, SC
Provide psychological services in a high management group home for children with mental disabilities, autism, and other low-incidence developmental disabilities, who also exhibit severe behaviors. Conduct functional behavior assessments and facilitate meetings with behavioral therapists and supervisors to create Individual Behavioral Treatment Plans (IBTP) for each student, addressing social, academic, and adaptive behavior goals. Consult with administrators, clinical staff, teachers, and behavioral therapists to develop interventions for maladaptive behaviors (i.e. noncompliance, elopement, pica, aggression, tantrum behavior, and self-injurious behavior). Design and provide staff development training on behavioral modification principles and other related topics (i.e. autism, mental retardation, staff burnout). Conduct psychological evaluations of children previously diagnosed with a variety of developmental disorders, who also have complex behavioral and developmental needs. Children evaluated include those with autism, mental disabilities, ADHD, FAS, etc. Provide individual and weekly group therapy to children and adolescents focusing on the development of social skills. Train, observe, evaluate, and provide feedback to new behavioral therapists regarding behavior modification. Provide parent training, with an emphasis on the use of positive behavioral interventions for use with children during home visits. Write monthly newsletter focusing on child progress, educational and psychological topics, and other information to increase staff morale.
(August 2005 – present, 15 hours per week)
Supervisor: Richard Nagle, Ph.D.

Advanced Child and Family Therapy Practicum
Psychological Services Center, University of South Carolina, Columbia, SC
Provide therapy services to families using behavioral and ecological frameworks. Trained and supervised in providing Cognitive-Behavioral Therapy to an adolescent male with complex family stressors. Provided Parent-Teenager Negotiation Training with mother and daughter. Attend

weekly individual and group supervision to discuss cases, review videotaped therapy sessions, and receive didactic instruction in therapy skills.
(January 2007 – Present, 8 hours per week)
University Supervisor: Kate Flory, Ph.D.

Child and Family Therapy Practicum

Psychological Services Center, University of South Carolina, Columbia, SC
Provide therapy services to families using behavioral and ecological frameworks. Trained and supervised in the use of motivational interviewing techniques to promote engagement in therapy. Utilize the Family Check-Up to conduct intakes and to assist families in the identification of specific treatment goals. Attend weekly individual and group supervision to discuss cases, review videotaped therapy sessions, and receive didactic instruction in therapy skills.
(August 2006 – December 2006, 8 hours per week)
University Supervisor: Brad Smith, Ph.D.

Practicum Student in Clinical Pediatrics

USC School of Medicine Developmental Pediatric Clinic, Columbia, SC
Provided services to children with complex medical, behavioral, and educational needs under the supervision of a doctoral-level pediatric school psychologist. Experiences included conducting comprehensive psychoeducational evaluations, classroom observations, and child/family interviews. Evaluations included the use of various cognitive, academic, adaptive, and emotional and personality assessment measures. Experience was gained in working as part of a multidisciplinary team that included developmental pediatricians, speech language pathologists, and psychologists. Specific disorders encountered include autism, asperger's syndrome, downs' syndrome, nonverbal learning disability, cerebral palsy, anxiety disorders, and language disorders, among others. Attended Grand Rounds, research lunches, and observed developmental pediatricians and speech language pathologists.
(August 2005 – January 2006, 12-16 hours per week)
Field Supervisor: Elizabeth "Betsy" Chesno Grier, Ph.D., NCSP
University Supervisor: Fred Medway, Ph.D.

Advanced School Psychology Practicum Student
Richland School District Two, Columbia, SC
Provided assessment and consultation services to culturally diverse populations under the supervision of a school psychologist specializing in preschool and low-incidence disability populations. Conducted a reevaluation of a 6-year-old child with autism and a moderate mental disability. Consulted with a preschool teacher regarding classroom behavioral management techniques and a 4-year-old female with aggressive behavior. Other activities include assisting in administration of the ADOS and conducting initial screenings of preschool children referred for possible special education services. Provided individual counseling to an 11-year-old male with social skill deficits and academic concerns. Additionally, provided weekly, individualized intervention for 6-year-old with high functioning autism, who was being moved from a self-contained to a mainstream classroom. Initiated, organized, and conducted a transition group for culturally diverse fifth grade girls to address issues surrounding the transition to middle

school, including dealing with and preventing relational aggression.
(August 2005 – May 2005, 8 hours per week)
Field Supervisor: Maria Tolbert, M.A., ABD, Susan Kreh Beck, Ed.S., NCSP
University Supervisor: Fred Medway, Ph.D.

School Psychology Practicum Student
Richland School District One, Columbia, SC
Evaluated the psycho-educational and psycho-social functioning of pre-school, elementary, middle, and high-school students with developmental delay, learning disabilities, mental disabilities, emotional disabilities, ADHD, and/or physical disabilities. Completed psychoeducational evaluations and prepared reports based on those assessments. Presented findings at Multidisciplinary Team meetings attended by teachers, counselors, and parents. Attended Student Intervention Team, manifestation determination, placement, and re-evaluation meetings. Provided tutoring for behaviorally and academically at-risk 4th grade male. Worked with predominantly low socio-economic status and African American populations.
(August 2004 – May 2005, 8 hours per week)
Field Supervisor: Nancy Carnes, Ed.S. / LPES
University Supervisor: Richard Nagle, Ph.D.

Project SAFE Evaluator
Richland School District Two, Columbia, SC
Trained to evaluate the response of a school crisis team. Assisted in evaluating the team's response to a day-long simulated crisis at a local high school. Collected data, conducted observations, and provided feedback to the crisis intervention team regarding school staff performance.
Supervisor: Andy Ryan, Ph.D.

School Psychology Practicum Student
Lexington School District Five, Irmo, SC
Richland School District Two, Columbia, SC
Observed elementary regular and special education classrooms. Interviewed and shadowed school psychologist at the high school level. Attended South Carolina Association of School Psychologists fall conference.
(August 2003 – December 2003)
Supervisor: E. Scott Huebner, Ph.D.

Course Related Practica and Clinical Experience

Systems in Applied Psychological Services, University of South Carolina
Studied systems theories and their relationship to psychological services. Topics covered include needs assessment techniques, strategic planning, program evaluation, leadership, supervision, and system intervention. Assisted in developing a state-wide survey of the demographic and professional practice characteristics of school psychologists in South Carolina.
(January 2005 to May 2006)
University Supervisor: Catherine Cantrell, Ph.D.

Mental Health Consultation, University of South Carolina
Studied models of consultation including behavioral, mental health, and organizational. Acted as a consultant to teachers and parents regarding behavioral and academic difficulties. Assisted preschool teacher in developing a classroom intervention for a 4 year old female with aggressive behavior. Assisted teacher in conducting functional assessment and trained teacher to collect data and monitor interventions. Evaluated progress of the intervention.
University Supervisor: Amy Reschly, Ph.D.

Behavior Assessment and Intervention with Children and Youth, University of South Carolina
Course topics included designing and implementing behavioral interventions based on the principles of applied behavior analysis. Conducted a functional behavioral assessment of a male elementary student at a residential facility displaying inattention and social deficits. Designed and presented information regarding mock-implementation of a school-wide intervention using an empirically based bullying prevention program. Other instructional topics included implementing and evaluating single subject research designs and using multiple methods to conduct behavioral observations. Visited a residential facility for children with developmental disabilities (Marcus Institute, Atlanta, GA), observed behavioral therapy, and toured the facility.
University Supervisor: Scott Ardoin, Ph.D.

Academic Interventions, University of South Carolina
Course topics included early identification of children with academic difficulties, methods of identifying students in need of special education, conducting curriculum based measurement, and designing, implementing, and evaluating academic interventions. Conducted a class wide assessment using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Researched and presented empirically based academic interventions for students with spelling difficulties. Administered and interpreted curriculum based measurements in reading, math, and writing to an elementary school student.
University Supervisor: Scott Ardoin, Ph.D.

Psychosocial Interventions, University of South Carolina
Provided group counseling to class of fifth grade students with emotional disabilities. Provided individual counseling geared towards anger and frustration management to third grade student with an emotional disability in a self-contained classroom. Wrote treatment plans for clients. Conducted ADHD screening of first grade student. Designed and presented therapeutic game to be used in counseling. Additional course topics include various therapeutic techniques, crisis intervention, and professional ethics.
(January 2004-May 2004)
University Supervisor: Maria Hernandez, Ph.D., School Psychologist, Richland School District One

Personality Assessment of Children and Adolescents, University of South Carolina
Conducted two integrated assessments that included behavioral and emotional evaluation measures. Evaluated students including a fifth grade student with ADHD and an emotional disability and a tenth grade student who had recently suffered a stroke resulting in physical impairments. Administered, scored, and interpreted a variety of personality assessment instruments. Wrote integrative reports and provided feedback to teachers, parents, and

placement committee. Additional topics discussed in the course included psychometrics, projective techniques, behavioral rating scales, self-report scales, conducting parent and teacher interviews, and providing feedback.
(August 2004 – December 2004)
University Supervisor: Scott Huebner, Ph.D., NCSP
                          Jennifer Yount, M.A.

Academic and Adaptive Behavior Assessment of Children and Adolescents, University of South Carolina
Conducted and completed a comprehensive psychoeducational evaluation of one student referred to the University of South Carolina Developmental Pediatric Clinic. Administered, scored, and interpreted various wide range and specific academic assessment measures, as well as visual-motor assessment measures. Administered, scored, and interpreted various adaptive behavior measures. Additional topics discussed included assessment considerations of special populations, assessing specific academic skills, testing the limits, and providing feedback to parents.
(January 2004 – May 2004)
University Supervisor: Mary Ellen Warren, Ph.D.

Intellectual Assessment of Children and Adolescents, University of South Carolina
Conducted intellectual assessments of one preschool student, four elementary school students, two high school students, and two college students. Administered, scored, and interpreted various intellectual assessment tools. Wrote a psychoeducational report for one student. Additional topics in the course included psychometrics, intelligence theories, and issues surrounding standardized testing.
(August 2003 – December 2003)
University Supervisor: Rich Nagle, Ph.D.

SERVICE TO PROFESSIONAL ORGANIZATIONS

Professional Standards and Ethics Committee Member
South Carolina Association of School Psychologists, Columbia, SC
Assist in conducting and disseminating research benefiting school psychologists in South Carolina. Provide updates to executive board and consult with other professionals.
(January 2006 – present)

Secretary/Treasurer, Psychology Graduate Student Association
University of South Carolina, Columbia, SC
Responsible for disseminating information to psychology graduate students. Collaborated with cabinet members to address the social and academic needs of the department. Initiated and organized a fundraiser to benefit graduate students.
(August 2004 – May 2006)

SERVICE TO SCHOOLS, AGENCIES, AND ORGANIZATIONS

Vice President, Women's Ultimate Frisbee Club
University of South Carolina, Columbia, SC
Instrumental in starting a women's ultimate frisbee team at South Carolina.
(August 2006 – Present)
Supervisor: Sandra Dietel

Youth and Education Team Leader, *Community Service Leadership Team*
University of South Carolina Office of Community Service Programs, Columbia, SC
Co-led youth and education committee, which coordinated and organized community service opportunities for USC students. Arranged "one-shot opportunities," for students who wanted to participate in a limited service commitment. Connected students to community agencies to establish lasting partnerships. Worked as member of Community Service Leadership Team to promote social action and community service campus wide.
(March 2004 – May 2005)
Supervisor: Pinkney Epps, USC Coordinator of Community Service Programs

Teaching Assistant, Advanced Sociology Internship
Early Childhood Developmental Center, Notre Dame, IN
Teaching assistant for four to five year old classroom. Assisted in classroom management and instructional programming. Integrated practicum experience with preschool's Adlerian philosophy for final paper.
(May 2001 to August 2001, 16 hours/week)
Supervisor: Terri Kosik

Outreach Intern – Medical Outreach Programs
Mount Carmel Health Systems, Community Outreach Department, Columbus OH
Completed a summer service internship sponsored by Notre Dame. Coordinated "Door to Door Immunization Project" serving vulnerable populations in Franklin County. The project targeted children who had not been immunized. Project was aimed at serving low-income neighborhoods and housing projects. Assisted in coordination of offering free back-to-school physicals to at-risk children. Assisted professionals at clinics, shelters, and community centers by conducting patient intakes and performing related tasks. Attended meetings with program director, including infant mortality task force and city government meetings. Organized free information packets provided to new mothers regarding proper care of infants.
(May 2000 to July 2000, 40 hours/week)
Supervisor: Joy Parker

ADDITIONAL TRAINING

Nonviolent Physical Crisis Intervention (NPCI) Training
Crisis Prevention Institute (CPI)
Pine Grove School, Elgin, SC

Attended a two-day training on safe management of disruptive and violent behavior. Trained in de-escalation techniques and in safety procedures and restraint techniques to intervene with out-of-control, dangerous behaviors.
(September 2005; Re-certified October 2006)
Trainer: Melanie Stephens

TEACHING EXPERIENCE

Teaching Assistant and SYSTAT Lab Instructor, Laboratory in Psychology (PSYC 228)
University of South Carolina, Columbia, SC
Taught two weekly lab sections for undergraduate research methods course. Instructed students in writing scientific papers, analyzing data using statistical software, conducting research using library resources, and writing results and reviews in APA-style. Held weekly office hours, graded assignments, and maintained course grade records.
(January 2005 to May 2005, 15 hours/week)
Supervisor: Gary Allen, Ph.D.

Undergraduate Teaching Assistant
University of South Carolina, Columbia, SC
Assisted instructors of various undergraduate psychology courses over a one and a half year period. Responsibilities included grading written assignments, maintaining database with student grades, covering occasional lectures, and holding office hours to assist students.
(August 2003 to December 2005)
Introductory Psychology, Supervisor: Jay Coleman, Ph.D.
Cognitive Psychology, Supervisor: Robin Morris, Ph.D.
Research Methods in Psychology, Supervisor: Scott Ardoin, Ph.D.
Psychology of Marriage and the Family, Supervisor: Keith Davis, Ph.D.

RESEARCH EXPERIENCE

Dissertation
"Testing the broaden-and-build theory of positive emotions with adolescents. Does the use of adaptive/approach style coping strategy mediate the relationship between positive emotions and social relationships and/or resources."
University of South Carolina, Columbia, SC

Department of Psychology

Designed a study to investigate Barbara Fredrickson's broaden-and-build theory of positive emotions with adolescents. Utilized data collected as a member of the Positive Psychology in the Schools lab group. Students' use of adaptive/approach style coping strategies were examined in reference to the relationship between positive emotions and the presence of strong social resources.
(July 2006 – present)
Dissertation Director: E. Scott Huebner, Ph.D.

Committee: Tom Cafferty, Ph.D., Robert Valois, Ph.D., Fredrick Medway, Ph.D.

South Carolina State Survey of School Psychologists
Assisted in developing and conducting research project grant supported/funded by the South Carolina Association of School Psychologists (SCASP) and South Carolina Department of Education (SCDOE). Project aimed to collect and analyze data from school psychologists in the state of SC regarding their demographics and practices during the 2004-2005 school year. Project was developed and implemented to learn specifically about the professional practices and employment conditions of school psychologists and how school psychologists in SC compare to school psychologists nation-wide in order to strategically develop goals to plan for professional development, to endorse NCSP parity, to prepare for a potential personnel shortage (e.g., recruiting and retaining highly trained personnel; supporting expanded university training programs), and to advocate for the changing face of school psychology on a state-wide level. Presented findings at local and national conferences, as well as through publications in local and national newsletters.
(November 2005 – present)
Principal Investigator: Elizabeth "Betsy" Chesno Grier, Ph.D., NCSP

Positive Psychology in the Schools Laboratory Member
University of South Carolina, Columbia, SC
Active member of research group. Responsibilities include designing studies, collecting data from middle and high school students, and managing and analyzing data. Study constructs related to subjective well-being and positive psychology, including life-satisfaction, student engagement, attachment, victimization, positive and negative affect, and self-efficacy, among others. Collaborate with other group members to synthesize and submit research for presentations. Research has been presented through local, regional, and national presentations as well as through publications.
(October 2003 – present)
Principal Investigator: E. Scott Huebner, Ph.D.

Masters Thesis
"Assessing the Predictive and Incremental Validity of Adolescent Life Satisfaction Reports"
University of South Carolina, Columbia, SC

Department of Psychology

Designed a longitudinal study to investigate psychometric properties of both the Students' Life Satisfaction Scale and the Multidimensional Students' Life Satisfaction Scale. The incremental validity of the multidimensional scale over the global scale was assessed, as was the ability of both scales to predict future internalizing and externalizing behavior. Utilized data collected by the Positive Psychology in the Schools Laboratory (see above) from over 1000 middle and high school students. Presented results to local school districts, at national conference, and through publication in a refereed journal.
(August 2004 – May 2006)
Thesis Director: E. Scott Huebner, Ph.D.
Second Reader: Richard Nagle, Ph.D.

Research Assistant
University of South Carolina, Columbia, SC
Collected reading skills data from adult participants at the Greater Columbia Literacy Center as well as elementary school students in Lexington School District Five. Administered and scored DIBELS as well as other assessment measures designed to assess how adults learn to read. (August 2004 – December 2004, 8 hours/week)
Supervisors: Scott Ardoin, Ph.D.
                            Robin Morris, Ph.D.

SCHOLARLY WORK

Publications: In Progress

Haranin, E.C., Huebner, E.S., & Suldo, S.M. (in press). Predictive and Incremental validity of global and domain based adolescent life satisfaction reports. *Journal of Psychoeducational Assessment.*

Grier, J.E.C., Pender, C.A.S., **Haranin, E.**, & Collins, L. *South Carolina's quest to advocate for school psychologists.* Manuscript in preparation for publication in Communiqué.

Grier, J.E.C., Pender, C.A.S., & **Haranin, E.** *The characteristics of school psychologists across our state: a look at the demographic and professional practice characteristics of school psychologists in South Carolina.* Invited publication for the South Carolina Association of School Psychologists Newsletter.

National Presentations

Haranin, E.C., Huebner, E.S., & Suldo, S. M. (March, 2007). *Predicting behavioral outcomes through the use of life satisfaction scales.* Poster presented at the National Association of School Psychologists Annual Convention, New York, NY.

Grier, J.E.C., Pender, C.A.S., **Haranin, E.C.**, & Collins, L. (March, 2007). *South Carolina's Quest to Advocate for School Psychologists.* Paper presented at the National Association of School Psychologists Annual Convention, New York, NY.

Gilman, R., Huebner, E.S., Antaramian, S., Stacy, C., Fernando, S., **Haranin, E**., and Lewis, A. (March 2007). Positive psychology in the schools: Some brief assessment measures and their linkages to prevention and intervention services. Paper presented at the National Association of School Psychologists Annual Convention, New York, NY.

Haranin, E.C., Bassin-Wilson, S., McCall, M., & Yount, J. (March, 2006). *Pre-referral math interventions for at-risk students.* Paper presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.

Elmore, G., Martin, K., **Haranin, E.C.** & Champion, A. (April, 2005*). Students' school satisfaction: empirical findings, importance and implications for success*. Paper

presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

Martin, K., Viamonte, E., Elmore, G., **Haranin, E.**, & Champion, A. (July, 2004). *Positive psychology in the schools: Conceptualization, measurement and applications of positive emotional well-being.* Poster session presented at the American Psychological Association Annual Convention, Honolulu, HI.

Regional Presentations

Haranin, E.C., Bassin-Wilson, S., McCall, M., Yount, J., Bordwine, V., & Pender, C. (October, 2006). *Pre-referral math interventions for at-risk students.* Paper presented at the South Carolina Association of School Psychologists Fall Conference, Columbia, SC.

Grier, J.E.C., Pender, C.A.S., & **Haranin, E.C.** (October, 2006). *School psychology in South Carolina: Brief summary of SCASP 2005 research.* Invited presentation at the South Carolina Association of School Psychologists Fall Conference, Columbia, SC.

Grier, J.E.C., Pender, C.A.S., & **Haranin, E.C.** (September, 2006). *School psychology in South Carolina: Trends in professional practice.* Invited presentation for the annual SC Special Education/ Administrators Fall Training, Columbia, SC.

Other Professional Presentations

Haranin, E.C. (July, 2006). *The nature of students with autism and other pervasive developmental disabilities.* Invited lecture for Introduction to Exceptional Children class, University of South Carolina, Columbia, SC.

Haranin, E.C. (November, 2006*). Autism and other pervasive developmental disabilities: Implications for health care professionals.* Invited presentation for the Heath Occupation Students of America, Applied Technology Education Campus, Camden, SC.

<div align="center">

DIAGNOSTIC ASSESSMENT EXPERIENCE

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Cognitive Measures
Bayley Scales of Infant Development – Second Edition
Bayley Scales of Infant Development – Third Edition
Comprehensive Test of Nonverbal Intelligence (C-TONI)
Leiter International Performance Scale – Revised (Leiter-R)
Stanford-Binet Intelligence Scale – Fifth Edition (SB-V)
Universal Nonverbal Intelligence Test (UNIT)
Weschler Adult Intelligence Scale – Third Edition (WAIS-III)
Weschler Intelligence Scale for Children – Fourth Edition (WISC-IV)
Weschler Preschool and Primary Scale of Intelligence (WPPSI)

Achievement Measures
Bracken Basic Concept Scale – Revised
Weschler Individual Achievement Test (WIAT)
Woodcock-Johnson Tests of Achievement – Third Edition (WJ-III)

Projective Measures
Kinetic Family Drawing Test
The Guess Why Inventory
The Multidimensional Sentence Completion Test

Behavior Rating Scales/ Self-Report Inventories
Behavior Assessment Scales for Children, Parent Rating (BASC-PRS)
Behavior Assessment Scales for Children, Teacher Rating (BASC-TRF)
Behavior Assessment Scales for Children, Self-Report of Personality (BASC-SRP)
Children's Depression Inventory (CDI)
Feelings, Attitudes, and Behaviors Checklist (FAB-C)
Multidimensional Self-Concept Scale (MSCS)
Piers-Harris Children's Self Concept Scale (P-H 2)
Revised Children's Manifest Anxiety Scale (RCMAS)

Perceptual/Processing Measures
Bender Visual-Motor Gestalt Test, Second Edition (Bender Gestalt II)
Beery-Buktenica Developmental Test of Visual-Motor Integration Fifth Edition, Revised (VMI)

Adaptive Behavior Measures
Adaptive Behavior Inventory (ABI)
Adaptive Behavior Assessment System – Second Edition (ABAS - II)
Scales of Independent Behavior – Revised (SIB-R)
Vineland Adaptive Behavior Scales
Vineland Adaptive Behavior Scales – 2nd Edition

Structured Interview
Behavior Assessment Scales for Children 2nd Edition, Structured Developmental History (BASC 2–SDH)

Language Measures
Peabody Picture Vocabulary Test – Third Edition (PPVT – III)

Mathematic Measures
Key Math

Reading Measures
Gray Oral Reading Test – Third Edition (GORT-3)
Dynamic Inventory of Basic Early Literacy Skills (DIBELS)
Oral and Written Language Skills (OWLS)

GRADUATE COURSEWORK

Assessment
Psychoeducational Assessment of Children I: Intellectual (PSYC 714) Grade = A
Psychoeducational Assessment of Children II: Academic and Adaptive Behavior (PSYC 715)
Grade = A
Psychoeducational Assessment of Children III: Personality (PSYC 716) Grade = A

Clinical
Behavioral Modification and Intervention with Children and Youth (PSYC 701) Grade = A
Introduction to Psychosocial Interventions (PSYC 841A) Grade = A
Academic Interventions for Children (PSYC 841B) Grade = A
Mental Health Consultation (PSYC 742) Grade = A
Systems Applications in Psychological Services (PSYC 746) Grade = A
Practicum: School Psychology (PSYC 832A, 832B, 832C) Grade = A, A, A,A, A, A
Practicum: Child and Family Therapy Practicum (PSYC 782) Grade = A

Research/Statistical Methods
Basic Quantitative Methods in the Analysis of Behavioral Data I (PSYC 709) Grade = A
Basic Quantitative Methods in the Analysis of Behavioral Data II (PSYC 710) Grade = A
Introduction to Research in Education (EDRM 700)

Education
Nature of Students with Autism (EDEX 701) Grade = A
Nature of Students with Emotional and Behavioral Disorders (EDEX 632) Grade = A
Legal Issues in Special Education (EDEX 710) Grade = A
Principles of Curriculum Construction (EDCS 725) Grade = A

Other
Psychological Systems and Theories (PSYC 705) Grade = A
College Teaching of Psychology (PSYC 790) Grade = A
General Psychopathology (PSYC 726) Grade = A
Survey of Biological Psychology (PSYC 730) Grade = A
Survey of Developmental Psychology (PSYC 751) Grade = A
Survey of Learning and Conditioning (PSYC 711) Graded = A
Survey of Social Psychology (PSYC 770) Grade = A
Seminar in Professional School Psychology (PSYC 840) Grade = A
Thesis Preparation (PSYC 799) Grade = A
Dissertation Preparation (PSYC 899)

Note. Used with permission.

Section VII: Sample Clinical Log

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 Montessouri
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 Montessouri
00/11/06	MJ	11	Female	Black	WISC	Sarah Cagle	No		2	St. Andrews Montessouri
00/12/2006	SM	6	Male	White	SB	Sarah Cagle	Yes	Speech	2	St. Andrews Montessouri
00/12/2006	BG	7	Male	Black	SB	Sarah Cagle	No		2	St. Andrews Montessouri
00/12/2006		8	Female	Black	SB	Sarah Cagle	No		2	St. Andrews Montessouri
00/12/2006	EB	8	Male	Black	SB	Sarah Cagle	No		2	St. Andrews Montessouri
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 WAIS, VMI, SDQ	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	8	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,	Stackley, Posey	Yes	Qualify LD	8	Fulmer Middle
12/19/2007	CW	12	Female	Black	Sentence Completion, KFD, 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		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	ID	Age	Sex	Race	Service	Provider	Case Notes	Diagnosis	Hours	Location
2/13/2008	TS	13	Female	Black	WISC, WIAT, VMI, BASC, Sentence Completion, KFD WISC, VMI, SDQ	Posey	Yes	OCD / HIV	2.5	Hospital
COUNSELING										
10/26/2007	TH	15	Female	White	Counseling	Stackley, Oxner	Case Notes	Seizures	8	Fulmer Middle
ACADEMIC INTERVENTIONS										
11/14/2007	AS	14	Female	White	Academic Intervention	Stackley	Previous	LD	6	Fulmer Middle
01/07-05/07	TM	9	Male	White	Academic Intervention	Ardoin	No	LD	30	Oak Grove Elementary
06/2007-07/2007	TM	7	Male	White	Academic Intervention, DIBELS	Powell	No	LD	10	Home, PA
2/08-4/08	JS	9	Male	White	Academic Intervention	Posey	No	"slow learner"	8	Taylor Elementary
CONSULTATIONS										
1/7/2008	DB	10 mo	Male	Black	Consult, Provider (black)	Clement-Atkinson	No	Motor delay, CP	1	Home Center
12/1/2007	BH	3	Male	White	Consult, Provider and Parent (White)	Clement-Atkinson	No	Motor delay	2	Center, Greenwood
1/14/2008	DD	18 mo	Male	White	Consult, Provider and Teacher (white)	Clement-Atkinson	No	Aggressive behavior, sensory	1.5	Center, Columbia
1/18/2008	SR	3	Male	Asian	Consult, Parent	Clement-Atkinson	No	Autism	1	Center
1/28/2008	DD	18 mo	Male	White	Consult, Parent Phone call	Clement-Atkinson	No	Aggressive behavior, sensory	1.5	Center
2/11/2008	AC	3	Male	Black	Consult, Provider and Parent	Clement-Atkinson	No	Speech, MD	1	Center
2/11/2008	BC	3	Male	Black	Consult, Provider and Parent	Clement-Atkinson	No	Speech, MD	1	Center
2/11/2008	CC	3	Male	Black	Consult, Provider and Parent	Clement-Atkinson	No	Speech, MD	1	Center
2/11/2008	JR	2	Female	Black	Consult, Provider and Parent	Clement-Atkinson	No	Speech	1	Center
2/11/2008	MB	3	Male	Black	Consult, Provider and Parent	Clement-Atkinson	No	Autism	1	Center
2/11/2008	MB	4	Male	Black	Consult, Provider and Parent	Clement-Atkinson	No	Autism	1	Center

Section VIII: Exit interview

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?

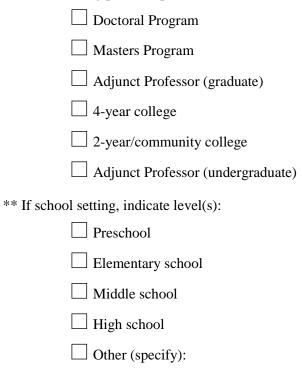|	Low satisfaction……High satisfaction				
1) Identity, role, and function of school psychologists.	1	2	3	4	5
2) Professional ethics.	1	2	3	4	5
3) Diagnosis and assessment.	1	2	3	4	5
4) Direct intervention services.	1	2	3	4	5
5) Consultation.	1	2	3	4	5
6) Leadership skills.	1	2	3	4	5
7) Communications 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

Section IX: Alumni Follow Up Survey

USC School Psychology Alumni Survey

Name: Email:

Home Phone (include area code):   Work Phone (include area code):

Home   Work

Address: Address:

1)   Graduation Date/Degree Held from USC: M.A. year: Ph.D. year:

        Year of entry into school psychology program at USC:

2)   What best describes your current place of employment? (check all that apply)

☐ Community Mental Health Center ☐ Medical Center ☐ Health Maintenance Organization

☐ Military Medical Center ☐ Private General Hospital ☐ General Hospital

☐ Private Psychiatric Hospital ☐ State/County Hospital ☐ Correctional Facility

☐ Independent Practice ☐ Medical School ☐ Medical School

☐ Academic Teaching Position * ☐ Academic Non-teaching Position*

☐ Public school** ☐ Private school (sectarian)** ☐ Private school (nonsectarian)**

☐ Other (please specify):

☐ Student ☐ Not currently employed

* If in a teaching position, please indicate what level(s):

       ☐ Doctoral Program

       ☐ Masters Program

       ☐ Adjunct Professor (graduate)

       ☐ 4-year college

       ☐ 2-year/community college

       ☐ Adjunct Professor (undergraduate)

** If school setting, indicate level(s):

       ☐ Preschool

       ☐ Elementary school

       ☐ Middle school

       ☐ High school

       ☐ Other (specify):

3) Please describe your current primary position(s) (check all that apply):

☐ School psychologist	☐ Supervisor
☐ Administrator	☐ Clinical psychologist
☐ Psychological examiner	☐ Counselor
☐ Consultant	☐ Educational diagnostician/examiner
☐ College/University trainer or professor	
☐ Other (please specify):	

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	◯	◯	◯	◯	◯	◯	◯	◯
Professional ethics	◯	◯	◯	◯	◯	◯	◯	◯
Diagnosis and assessment	◯	◯	◯	◯	◯	◯	◯	◯
Direct intervention services	◯	◯	◯	◯	◯	◯	◯	◯
Consultation	◯	◯	◯	◯	◯	◯	◯	◯
Preschool assessment and early intervention	◯	◯	◯	◯	◯	◯	◯	◯
Communications skills	◯	◯	◯	◯	◯	◯	◯	◯
Collaborating with families	◯	◯	◯	◯	◯	◯	◯	◯
Working with children & families from diverse backgrounds	◯	◯	◯	◯	◯	◯	◯	◯
Interviewing and individual counseling	◯	◯	◯	◯	◯	◯	◯	◯
Problems-solving and research skills	◯	◯	◯	◯	◯	◯	◯	◯
Classroom intervention/ management	◯	◯	◯	◯	◯	◯	◯	◯
Systems intervention	◯	◯	◯	◯	◯	◯	◯	◯
Legal issues	◯	◯	◯	◯	◯	◯	◯	◯
Supervision - skills	◯	◯	◯	◯	◯	◯	◯	◯
Other:	◯	◯	◯	◯	◯	◯	◯	◯