SCHOOL PSYCHOLOGY DOCTORAL PROGRAM

GRADUATE STUDENT HANDBOOK
2016 – 2017 Academic Year

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC

Table of Contents

4

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.

Additionally, the "Forms" page under the "Current Students" tab on the University of South Carolina School Psychology program website provides access to important forms for the graduate school, forms specifically for the School Psychology program, and other helpful information to assist and guide you throughout your graduate career. Specific forms on the website are referenced throughout the handbook. You may also access the website at http://www.psych.sc.edu/school-program to view all of the necessary forms.

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 mentor, 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 mentor 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 mentor 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://bulletin.sc.edu/index.php

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 in Barnwell 248) should reflect all decisions regarding your program. Failure to meet these record-keeping requirements could lead to graduation delays. *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. **Open the "Forms for Student Degrees" document at http://www.psych.sc.edu/school-program to access copies of the necessary forms and important due dates.** Student portfolios 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 Director and the Graduate Student Services Coordinator. You should also keep your contact information updated in VIP (www.vip.sc.edu) and MySC (www.my.sc.edu) so that you receive all university correspondence in a timely manner and in case you need to be contacted in an emergency.

HISTORY AND GENERAL DESCRIPTION OF THE SCHOOL PSYCHOLOGY TRAINING PROGRAM

The Mission of the School Psychology Program

Our program is built on the foundation of the scientist-practitioner model, emphasizing practice that is informed by science and science that is informed by practice in the real world setting of schools.

Students are trained for careers in academic settings and effective research in practice along the continuum of prevention, assessment, early intervention and intervention for youth and their families, in schools and other community settings. Notable program and training themes are: 1)

interdisciplinary research and theoretical perspectives (e.g., collaboration with school, clinical/community psychology; general and special education; social work; public health; medicine); 2) close faculty-student mentoring; and 3) commitment to life-long learning.

The School Psychology Program was established in 1964 under the first Director, Dr. Ralph Tindall, a clinical psychologist and Director of Psychological Services in Milwaukee. 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 both 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, E. Scott Huebner, Jane Roberts, and Scott Decker (current program director).

Although the South Carolina State Department of Education certifies school psychologists at sub doctoral 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.

Department of Psychology Faculty & Staff

CORE FACULTY

Dr. Shauna Cooper
Associate Professor
Barnwell, Room 554
803-777-6859
smcooper@sc.edu

Dr. Scott Decker
School Psychology Program Director
Associate Professor
Hamilton, Room 350
sdecker@sc.edu

Dr. Kim Hills
Clinical Associate Professor
Barnwell, Room 532
803-777-7616
hillskj@mailbox.sc.edu

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

Dr. Stacy-Ann January
Assistant Professor
Barnwell, Room 555
803-777-2418
january@mailbox.sc.edu

Dr. Samuel McQuillin
Assistant Professor
Barnwell, Room 462
803-777-6725
mcquils@mailbox.sc.edu

Dr. Jane Roberts
Professor
Barnwell, Room 237B
803-777-4638
jane.roberts@sc.edu

ADJUNCT PROFESSORS

Dr. Allison Randel-Brazendale, Psy.D
Director of Psychological Services
Autism Academy of South Carolina
arandel@autismacademyofsc.org

Dr. Kim Cornish
Monash University
Dept. of Psychology
Kim.cornish@monash.edu

Dr. Erik Drasgow
Dept. of Special Education
College of Education
803-777-8898
drasgow@mailbox.sc.edu

Dr. Patricia Motes
University of South Carolina
Dept. of Psychology
Institute for Families in Society
pmotes@mailbox.sc.edu

Dr. Bradley Smith
University of South Carolina
Dept. of Psychology
smithbrad@sc.edu

Dr. Mary Ellen Warren
University of South Carolina
Dept. of Neuropsychiatry & Behavioral
Science

Dr. Mitch Yell
Dept. of Special Education
College of Education
803-777-5279
myell@mailbox.sc.edu

Dr. Mark Weist
Professor
Barnwell, Room 237D
803-777-8438
weist@mailbox.sc.edu

Dr. Nicole Zarrett
Associate Professor
Barnwell, Room 556
803-777-2970
zarrettn@mailbox.sc.edu

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

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

OTHER DEPARTMENTAL PERSONNEL

Dr. Douglas H. Wedell
Department Chair
Professor
Barnwell, Room 224C
803-777-4263
john.henderson@sc.edu

Dr. Steven Harrod
Director, Experimental Program
Barnwell, Room 237C
803-777-7610
harrods@mailbox.sc.edu

Dr. Bret Kloos
Director, Clinical-Community Program
Barnwell, Room 534
803-777-2704
kloos@sc.edu

Dr. Robin Morris
Director, Undergraduate Education
Barnwell, Room 428
803-777-1580
morris@mailbox.sc.edu

Ms. Tilda Reeder
Graduate Student Services Coordinator
Barnwell, Room 248
803-777-2312
reedert@mailbox.sc.edu

Ms. Dianne Glasser
Administrative Specialist
Psychological Services Center
803-734-0386
glasserd@mailbox.sc.edu

Ms. Michelle Osenga
Administrative Assistant II
Psychological Services Center
803-734-0378
osenga@mailbox.sc.edu

Ms. Connie Outen
Undergraduate Student Services
Barnwell, Room 208
803-777-2483
couten@mailbox.sc.edu

Ms. Wende Miller
Administrative Assistant
Barnwell, 224A
803-777-4138
wcmiller@mailbox.sc.edu

Ms. Vicki Lewter
Administrative Coordinator &
Assistant to the Department Chair
Barnwell, Room 224B
803-777-4263
lewterv@mailbox.sc.edu

Ms. Heather Gomes
Administrative Assistant
Barnwell, Room 220
803-777-8082
gomesh@mailbox.sc.edu

Mr. Robert Heller
Systems Manager
Barnwell, Room 244-A
hellerre@mailbox.sc.edu

TRAINING RESOURCES

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 22,556 undergraduate students and 6,423 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 childcare 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) USC Athletics Department (7) Palmetto Richland Hospital - Children's Immunology Clinic and Brain Tumor Clinic; (8) Center for Developmental Disabilities of USC School of Medicine; and (9) Institute for Families in Society.

SCHOOL PSYCHOLOGY PROGRAM

The School Psychology Program at the University of South Carolina is accredited by the American Psychological Association (APA)'s Commission on Accreditation and 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 April 2015. The next visit is scheduled for 2022.

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 forty-year period (Liu & Oakland, 2016; Kranzler et al., 2012; Skrutski & Williams, 2001). Faculty research interests are described on the School Psychology program's website at http://www.psych.sc.edu/school/faculty.

Program faculty have always been committed to the teaching of psychology as a 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 psycho educational 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.

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 minimum set of competencies expected of all school psychology students. All students in the program are also encouraged to pursue additional competencies to develop specialized areas of expertise related to their unique interests. For example, many students acquire additional competencies in such areas as family therapy, neuropsychology, etc. Individualized experiences provide students with the opportunity to extend their range of training and/or develop specializations that maximize their opportunities to pursue 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, and SCASP).

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	Selected Topics in Psychoeducational Evaluation
PSYC 742	Theory and Practice of Mental Health Consultation I
PSYC 746	Systems Applications in Psychological Services
PSYC 840	Seminar in Professional School Psychology
PSYC 782	Child/Family Practicum (Or Introduction to Psychosocial Intervention PSYC 841A (3-credits)
PSYC 832A	Practicum in School Psychology (Introduction to School Psychology)
PSYC 841B	Academic Intervention
PSYC 701	Behavioral Assessment and Intervention with Children and Youth

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]

II. General Psychology Courses:
Statistics (6 hours)

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

Research (3 hours plus master's thesis and dissertation)

PSYC 772	Research Approaches to Human Behavior *(3 hours)*
PSYC 799	Thesis Preparation (*6 credits*)
PSYC 899	Doctoral Research and Dissertation Preparation *(12 hours)*

Social/Organizational/Cultural (3 hours)

PSYC 841E	Children and Families in Diverse Contexts

Physiological/Neuropsychological (2-3 hours)
        PSYC 507   Cognitive Neuroscience (School section only)
                Or
        PSYC 702A   Foundations of Neuroscience
Psychopathology (3 hours)
        PSYC 726   General Psychopathology
Developmental (2-3 hours)
        PSYC 820   Foundations in Developmental Psychology
Learning/Cognition (2-3 hours)
        PSYC 702B   Foundations of Cognitive Psychology (2 hours) Or
        PSYC 702D   Basics of Learning & Motivation (2 hours)

III. Education Electives (6 hours)

Six (6) hours are required in education. Courses in the areas of school law, curriculum, school administration, and applied behavioral analysis 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 found on the Forms page of the School Psychology website. Students should consult the course schedule for the availability of courses each semester.

IV. Psychology Electives

Clinical Practicum Option

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

        PSYC 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)

V. Quantitative Electives

Quantitative statistical course requirements are minimal. Thus, it is strongly recommended that students take one or more advanced quantitative courses (e.g. HLM, SEM, multivariate) beyond the requirements to further develop their research skills within their chosen specialty area. These courses are usually open to students, provided you have met any prerequisites set by the instructor.

Students have the option of declaring a concentration in Quantitative Methods in Psychology.

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

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 the, Program Assessment Plan section.

A student entering with previous graduate-level course work from another institution may be exempted from any core course 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.

Schedule and Sequence of Courses and Sample Ph.D. Curriculum

A working document illustrating a *sample* 5-year Ph.D. curriculum (4-years of course work and practica plus a 1-year internship) is outlined, including required and elective courses. Practicum courses (832B and 832C) are designed to provide complementary experiences to the content of skill courses taken during the prior or same year. **This schedule is a guideline, and it may be changed depending on the particular student's goals.**

Year 1

Fall	Hrs	Spring	Hrs
Quantitative Methods I (709)	3	Quantitative Methods II (710)	3
Introduction to School Psychology (832A)	3	Behavioral Assessment Intervention (701)	3
Educational Elective/Curriculum	3	Assessment: Academic (715)	3
Assessment: Cognitive (714)	3	Thesis Research (799)	3
Thesis Research (799)	3	Research Methods (772)	3
Total	15	*Total*	15

Students are expected to have a thesis topic and their committee established by 10/15 of the second year

Year 2

Fall	Hrs	Spring	Hrs
Practicum (832 B)	3	Lifespan Psychopathology (726)	3
Academic Intervention (841B)	3	Families and Diversity (841)	3
Child Family (782)	3	Practicum (832B)	3
Elective of Choice (stats, ED, assess.)	3	College Teaching (790)	1
Seminar in Developmental (820)	3	Elective of Choice (stats, ED, ASD)	3
		Child/Family (830)-if clients continue over and/as elective or elective of choice	1-2
		Dissertation Research (899)	0-1
Total	15	*Total*	15

Students are expected to have their thesis defended by 10/15 of their third year, see p. 26

Year 3

Fall	Hrs	Spring	Hrs
Neuroscience Core (701a) or Cognitive Neuroscience (507)	2/3	Systems (746)	3
Practicum (832 C)	3	Practicum (832 C)	3
Learning/Cognition (701B or D)	2	Seminar in School Psych (840)	3
Mental Health Consultation (742)	3	Dissertation Research (899)	6
Dissertation Research (899)	4/5		
Total	15	*Total*	15

Students are expected to have their written comprehensive topic and committee approved by 2/28 of the third year

Year 4*

Fall	Hrs	Spring – Z status*	Hrs
Dissertation research (899)	1	Dissertation research (899)	1
Total	1	*Total*	1

Students are expected to have their dissertation prospectus completed by 10/15 of the fourth year

Year 5

Fall	Hrs	Spring – Z status*	Hrs
Internship in School Psychology (865)	1	Internship in School Psychology (865)	1
Total	1	*Total*	1

*Goal is to be on Z status 2 semesters if possible, and 1 semester at least
Recommended Ed Electives: EDCE 600 Communication Skills in Counseling; online curriculum course; BCBA Courses in the Ed Department (especially those taught by K Wolfe). For more information on obtaining your BCBA visit here.

Notes about Sequence of Courses:
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.

PSYC 790 is needed before being able to teach Evening School, unless the student has a Masters Degree upon entry into the program

Continuous enrollment in PSYC 899 is required until the completion of the Dissertation Defense. During your fourth year, you should apply for special enrollment (Z-status). Z-status essentially makes you a full-time student in the view of the university, even though you are not taking classes full time. This allows you to delay paying off student loans and continue to receive financial aid that year if you wish (Note: financial aid is based in part on tuition costs, and may be less when listed under Special Enrollment than when enrolled as a full-time student). Under Z-status, you retain full rights as a doctoral student.

<div align="center">

APPLIED COURSE WORK

</div>

Applied courses provide both didactic and practicum experiences. 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 on 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 courses, PSYC 714 and 715.
    PSYC 714   Psychoeducational Assessment of Children I
    Psychology 714 is a combination of lectures and practicum experiences related to cognitive 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, as well as understand the current research base on the use and interpretation of such tests. Other approaches to educational evaluation (e.g., curriculum based assessment) may be addressed.

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

III. Intervention Sequence

PSYC 701   Behavioral Assessment and Intervention with Children and Youth
This course exposes the student to basic principles and techniques of behavioral approaches to intervention. Major topics include functional behavioral assessment, behavioral observation, procedures for maintaining and decreasing behaviors, and training for generalization and maintenance. The course focuses on the use of behavioral procedures within the school, family, and community settings. A field component may be included.

PSYC 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. This course is typically replaced by PSY 782 (Child and Family).

PSYC 841B Academic Interventions
This course consists of in-depth study of strategies in identification, implementation, and evaluation of academic intervention programs at the individual and group levels.

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. Practica requirements give the student an opportunity to practice applied skills. 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 year-long field placements require one day per week in the field. These field practicum courses are completed in local schools and related settings. In the course of training, students gain experience with children/youth at various educational levels with a diverse pupil population relative to cultural-ethnic backgrounds, disability, and SES. Practicum experiences are integrated with relevant course work.

Following is an outline of objectives and activities for 832B and 832C. Timing of objectives and activities will be developmental in nature and will also depend on your field placement and previous experience. For example, some students may complete a specific objective during the fall semester of 832B whereas others might complete that same objective during spring semester of 832B given the nature of their placement. Some objectives must coincide with other specific courses, which means they can only be completed during a specific year. Please be advised that the pace at which you move through the practicum sequence will depend, in part, upon your successful completion of research requirements in the program. 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.

Third Semester (Psychology 832B)

Commitment: 1 day per week (8 hours).
Psychology course prerequisites: 832B (3rd semester)
   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 evaluations/reevaluations of students with LD, ADHD/OHI, ED and/or ID.
3. To familiarize student with techniques of academic remediation

Fourth Semester (Psychology 832B)
Commitment: 1 day per week (8 hours).
Psychology course prerequisites: 832A, 714, 715 (Co-requisite at minimum)
    Objectives and Performance Standards
4. To provide further opportunities for practice of assessment skills. Student completes psychological evaluations, including assessment of students with emotional disabilities.
5. To provide opportunities for practice of behavioral intervention. Student may complete one behavioral intervention and submit written report.
6. To introduce academic remediation skills. Student may work on an academic intervention case in both semesters of 832B.

Fifth Semester (Psychology 832C)
Commitment: 1 day per week (8 hours)
Psychology course prerequisites: 841Aor 782, 742 (Co-requisite)
    Objectives and Performance Standards
1. To provide opportunities to practice and enhance skills in teacher and parent consultation. Student will complete one teacher consultation project and one parent consultation project or parent group.
2. To provide opportunities for further practice of counseling and therapy skills. Student will complete individual counseling cases, and will have experience with group counseling.
3. To provide practice in low incidence and preschool assessment. Student will complete one evaluation of a student with a low-incidence disability and one evaluation of a preschool child.
4. To provide further practice in advanced assessment techniques. Student completes two evaluations of students referred for emotional/behavioral disturbance.

Sixth Semester (Psychology 832C)
Commitment: 1 day per week (8 hours).
Psychology course prerequisites: PSYC 742, PSYC 746 (Co-requisite)
    Objectives and Performance Standards
1. 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.
2. To provide opportunities for practice of systems intervention skills. Student will develop a systems intervention plan including needs assessment, program development, and program evaluation.
3. To provide opportunities for practice of supervision skills. Student will supervise 1st or 2nd year student in beginning practicum activities.
4. To provide opportunities for in-service training skills. Student will complete one in-service training project.
5. Other. Student will complete any assessment and counseling cases initiated during the first

semester of 832C.

Additional Practica Experiences

Some advanced graduate students may wish to seek additional practicum experiences external to formal practicum coursework due to their specific training goals, internship/career plans (e.g., pediatric psychology). Advanced graduate students interested in this should talk with their major advisor and other relevant faculty (e.g., practicum supervisors, Dr. Hills) about their interest and the opportunities that might be available in the community. Program faculty support for this type of external placement is typically dependent on many different factors and is not guaranteed. This type of placement is also subject to availability of supervision, skill set of the graduate student and availability of opportunities in community settings. Upon speaking with their major advisor and other relevant faculty, advanced school psychology graduate students who wish to obtain practicum experiences outside practicum-related coursework must submit a request to the program faculty prior to committing to and/or beginning an external practicum.

Generally, the following initial criteria must be met in order to submit a request:
- Students must be in their second year of training at minimum
- Students must be in good standing (on track regarding program requirements)
- Students must obtain approval (including signature) from their major advisor

External practica typically can be no more than 5 hours per week during academic year and 10 hours per week during summer.

Additionally, it is required that students seeking additional practicum experiences beyond formal practicum coursework complete a MOU form with their advisor. This form must be signed by the student, advisor, and external practicum supervisor.

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

MENTORING AND EVALUATION OF STUDENTS

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

The general function of mentoring is to provide support and monitoring of your professional and personal

development as a student in school psychology. Specific functions are to:

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

At the onset of each year (usually in September) faculty meet with their mentees to develop an annual performance set of goals that are reviewed by both the primary mentor and program faculty in the spring (usually in early May). Detailed feedback is then provided to students by their respective mentors. Updated student portfolios must be submitted annually by each student to the Program Director and mentor to assist program faculty in tracking your progress each semester and in determining whether you are making progress in completing the program. Students should note that the Graduate School requires students to maintain a 3.0 GPA. However, the School Program considers additional criteria, including professional behavior. 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 frequent appointments with their mentor 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 LINK each semester. Evaluation forms are to be returned to the Program Director. Results of individual evaluations will be discussed as part of the student's annual evaluation by the faculty. Written evaluations will be kept in the student's permanent folder in the Psychology Graduate Student Office.

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

of study only for the doctoral degree.

Students pursuing a **Master's degree** must have an approved program of study (MPOS) on file in The Graduate School <u>by the end of their first year</u>, or they <u>will not be permitted</u> to register further. A fillable pdf of the MA Program of Study can be found on the department or Graduate School website at, or [here](#).

Students pursuing a **Doctoral degree** must have an approved program of study (DPOS) on file in The Graduate School by the end of their <u>second year</u>, or they will not be permitted to register further. A fillable pdf of the PhD Program of Study can be found on the department or Graduate School website, or [here](#).

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

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

MASTER'S DEGREE AND RELATED RESEARCH REQUIREMENTS
The Master's Degree
Students who enter the program with only a bachelor's degree must complete all program and Graduate School (TGS) requirements for the completion of the Master of Arts degree. Information on TGS requirements may be found at http://www.gradschool.sc.edu/, where the Graduate Studies Bulletin can be found online. Graduate School forms can also be found on the School Psychology program website at http://www.psych.sc.edu/school/forms. At the start of the semester in which you will receive your MA degree, you must submit a form requesting concurrent enrollment in the Master's Program, called the [G-CON form](#).

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 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.	15 hours including PSYC 709 and PSYC 710 (required) and six
Courses	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. 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 by review of the written product which may or may not include an oral presentation based on mentor determined procedures. The global rating of each committee member is based on the criteria listed in the rubric.

If a student fails to complete his/her Master's thesis by October 15th of the third year, the student's progress within the program will be deemed inadequate. This will be considered during the annual review by faculty, and failure to meet the deadline will result in a formal meeting with the student and faculty. Furthermore, funding eligibility for the student will be discussed by faculty.

Guide for Students Entering with a Master's Degree
Students who enter the program with Master's Degree in School Psych. or related field and pursuing second Master's Degree at USC:
> The general rule is that any USC requirement for the Master's Degree in School Psychology must be equivalent to prior training in order to be waived. Requirements are dependent on the nature of the

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

<u>Students who enter the program with a Master's Degree in another field</u> must get MA in School Psychology from USC and may only get coursework waived, pending instructor approval.

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

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.

Masters Oral Comprehensive Examination

After completing all requirements for the master's thesis and all course work for the master's degree, the student will complete an oral comprehensive examination. The committee for the oral examination consists of three faculty members, usually chaired by 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, applied school psychology, and research at the master's level.

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

- Students typically use study materials from graduate coursework to prepare for this exam.
- Throughout the exam it is acceptable for students to ask for clarification of questions.
- The meeting is usually about 1.5 hours. The first 15 minutes are allotted for the examining committee to prepare (if needed) and the last 15 minutes are allotted for examining committee discussion and evaluation, followed by feedback to the student.

Sample questions:
1) Discuss the controversies surrounding the assessment of children with learning disabilities.
2) Describe the liabilities and benefits of using (positive) punishment techniques in the home to reduce inappropriate behavior.
3) Assume you are a school psychologist and your district is considering a new screening measure for gifted students, what criteria would you use to evaluate the measure?
4) Describe your approach to interpreting scores on a cognitive measure (e.g. the WISC-V) and provide evidence to support your response.
5) Describe your role and responsibility to bridge the science to practice gap. Identify barriers and strategies to facilitate these efforts.
6) What is best practice in conducting an assessment for a child with suspected attention problems?

WRITTEN SPECIALTY EXAM

Each student entering the program with a bachelor's degree must take the specialty exam. 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. There are two options for the fulfillment of the Written Comprehensive Exam:

Option A- Two Day Exam: The specialty examination in School Psychology consists of six topic areas:

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 members 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) 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 than 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.

Option B- Comprehensive Examination
The Comprehensive Examination consists of two parts: the General Comprehensive Paper and the PhD Oral Comprehensive Examination. Procedures for each are described in the sections that follow. Students are not eligible to hold a comps outline meeting until the master degree requirements are completed.

The primary goal of this exam is to demonstrate proficiency in critical thinking and written communication. A secondary goal of the process is to encourage students to submit written products for peer review to develop skills in the use of constructive feedback from the peer review process. Students have different schedules for developing chosen areas of expertise, conceptualizing project ideas, and taking on leadership roles for written products. Because of these differences, we offer two choices for how to meet the exam requirements.

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

One of two types of written products may be chosen by the student in consultation with his or her major professor. In both options, it is important to note that the writing produced for the committee must be an independent effort. Because this is an examination, once the plan for the comprehensive paper has been approved by the committee, students are not allowed to have other people (students, faculty) read the paper and provide feedback. Any consultation that is solicited from other students or faculty during the examination period should be documented in a log and submitted along with the final written product.

Option A: Integrated portfolio of peer-reviewed work.
The portfolio will consist of two or more peer-reviewed written products (i.e., manuscripts and/or peer-reviewed grant applications) for which the student was the primary author (for manuscripts) or principle investigator (for grants). The peer-reviewed written products must have closely-related topics. The student will independently produce an integrated introduction and discussion section to synthesize the works together for the committee and to describe the importance of the program of work and future directions. In addition, (a) the place the work was submitted for peer review should be described (e.g., journal, funding agency), (b) the status of the work should be clearly indicated (e.g., "funded", "in-press"), and (c) all peer-reviewed feedback from the submitted works should be included (e.g., peer-review comments in appendices).

Benefits: The portfolio option has the advantage of rewarding students who have already been active in publishing and/or grant writing as a primary author and have begun to develop a cohesive program of research relatively early in their graduate career. The portfolio introduction can be in the format of an article, a brief or a personal statement, all of which could be useful in meeting academic career milestones (e.g., for job applications). Alternatively, the focus of the new writing may be to clearly articulate the student's developing program of research, similar to what applicants for faculty positions are asked to do in research statements and job talks. These statements are longer and more detailed than statements that are provided in publications and grant applications, and they are related to the conceptual foundations, relevance to health, and potential longer-term implications if the work is successful. The peer-reviewed written products are not expected to be independent efforts; however, it is expected that the student is the primary author. Students who want to complete Option A for their comprehensive exam requirement should consult with their mentor about this option to start developing a plan for what will comprise the portfolio. Option A students will follow the same committee composition requirements and prepare the portfolio of a minimum two written products and an outline of the integrated introduction/personal statement for their "outline meeting". The integrated written product will serve as the independent effort under Option A and will follow the same timeline requirements as Option B (i.e., outline due by May 31st of 3rd year, complete portfolio due by August 15th of the same calendar year). Typically students will need to complete their peer-reviewed products prior to the comprehensive exam outline meeting; however, this is at the discretion of their committee. The purpose of the "outline" meeting for Option A is for the committee to review the student's plan, peer-reviewed written products, and outline of their personal statement.

Option B. General Comprehensive Examination ("Comps Paper")
The general section of the written comprehensive examination will be a demonstration of the ability to

integrate information and critically review a body of empirical research. Before the beginning of the 4th year of graduate work, each student will be expected to write a literature review paper (e.g. see examples in review journals like Clinical Psychology Review, Annual Review of Psychology, etc. and the school psychology Blackboard resources) involving a critical review and evaluation of the literature in any area of psychological research or theory. It is important to note that once the final outline is approved, the writing of the paper must be an independent effort. Prior to final approval, the student can get feedback/guidance as needed and is feasible. Because this is an examination, once the outline has been approved, students are not allowed to consult with other students/faculty, nor have other students/faculty read the paper, nor utilize other students/faculty as sources of feedback on the comprehensive paper.

The following resource is offered for students to orient them to the literature review process:

http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html.

Also, examples of successfully completed written comprehensive papers and accompanying outlines are posted on the school psychology blackboard resources website. Example: https://www.researchgate.net/profile/Carl_Sorensen/publication/263470211_Benefits_of_Physical_Activity_for_Adolescents_with_Autism_Spectrum_Disorders_A_Comprehensive_Review/links/0c96053b08170206f4000000.pdf

Some topics may require a thorough literature search across multiple professional contexts (e.g. psychology, education, social work). Students are encouraged to use broad search engines/mechanisms to avoid missing key work.

School students will not be allowed to accept internship assignments before passing the general comprehensive examination. Students must successfully complete this comprehensive examination requirement before the beginning of their 4th year and prior to their dissertation prospectus defense.

General Comprehensive Paper Procedures:

A. Selection and Approval of Paper Topic
Students should select a topic for the comps paper in consultation with their major professor. Faculty members can be asked to suggest topics in their field of expertise. The paper is designed to demonstrate a student's ability to integrate psychological theory and research findings from several areas of psychology and focus them on a single problem or set of problems. The goal is to review and critically evaluate a specific area of research (single problem/set of problems) that would be considered a novel contribution to the literature. Committee members can be active in helping a student define a problem clearly prior to the point at which the final outline is approved by the committee.   It is often useful for the student's comps paper to focus on the area of literature in which they will be doing their dissertation work. Although it isn't expected that the student have complete content knowledge on the topic, it will be important for the student to be aware of the scope of literature available on the specific topic so the committee can assist the student in developing a feasible comps paper.

The Program Director will approve or disapprove the general topic and the comps paper committee. It is the responsibility of the student to approach proposed members of the comps paper committee and solicit their willingness to serve prior to contacting the Program Director. Students are encouraged to begin this process following the completion of their master's degree requirements. A topic for the comps paper and a four-person committee must be selected, and approval given by the Director of School Training no later than the end of February of the student's third year. Three of the committee members should come from the Department of Psychology, with at least two of these faculty from the School program. The fourth committee member needs to come from outside the Department (e.g., from the College of Education, College of Social Work, School of Public Health, School of Medicine). The function of the comps paper committee will be to help the student refine their topic of study, review the proposed outline, and review and evaluate the quality of the final paper. This committee is distinct from the dissertation committee, although students may wish to request members of their comps committee to be on their dissertation committee. Once the committee has been chosen, the G-DCA form (Doctoral Committee Appointment Request Form) should be downloaded from the Graduate School Website and submitted to the Graduate Student Services Coordinator.

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

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

Following approval of the topic and committee, the student should prepare an outline of the proposed paper in consultation with committee members. The student may consult with individual committee members with regard to the outline prior to a formal meeting. Comps paper outlines are typically 5 - 10 pages in length. This outline should include a purpose statement (i.e. "the purpose of this paper is….") and you should define the parameters of the paper (what will be reviewed, what will not and the methods you plan to use).

Once an outline is developed, the student will schedule a meeting of the comps committee to approve the outline. The student will send a well-developed outline of the paper to committee members at least one week in advance of the meeting. The outline meeting is a process meeting, and the student should expect changes in the outline. It is possible that more than one meeting will be required. Hence, the students are strongly encouraged to schedule their first comps meeting prior to May 15th of their third year. A final

outline of the paper should be approved by the Comps Committee no later than May 31st of the student's third year (i.e., the 90 day clock begins when the final outline is approved which must be no later than May 31st of the student's third year). Students should actively work toward a final outline with committee members so that a final outline can be approved by the deadline. Hence, given that the initial outline meeting is often a working meeting, students should schedule their initial outline meeting by early to mid-spring semester of their third year. If the final outline is not approved until June or later, the student must still abide by the August 15th deadline (i.e. they just have less time to complete the paper).

The acceptance of the outline by the committee is critical to final approval of the paper. The General Comps Outline Approval Form must be placed in the student's file. Concerns by the committee regarding the viability of the idea, availability of relevant literature, etc., are issues that should be resolved before the outline is approved. Outlines considered only minimally acceptable by committees tend to result in borderline or poor papers.

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

C. Preparation and Submission of Comps Papers
The paper should conform to APA style. Since the goal of this paper is the completion of a useful and potentially publishable product, the paper must not be overly lengthy. Any paper with more than 40 pages of text would need specific justification. This page limit excludes references and tables. Students are encouraged to limit their papers close to or less than 40 pages in order to have it in a form closer to publishable format.

Comps papers should clearly indicate in the first few paragraphs the exact focus of the paper. Papers that review large portions of literature prior to suggesting its special relevance to the topic are frustrating to readers. While it is an error to gear the paper lower than the audience, it is perhaps a more common error to assume the committee members are completely familiar with all aspects of the topic and relevant literature. Omission of important transition material or failure to provide sufficient description of material assumed to be part of "common knowledge" can create confusion for the committee. It is strongly recommended that students compose an organized chart of the literature reviewed (see Appendix A for an example) and include it as an Appendix in their paper (not counted toward page # requirements).

The best papers contain the purpose of the paper, headings, and subheadings to help organize the paper, as well as fairly frequent "section summaries." If a student finds a section difficult to summarize, it may indicate a poorly focused or confusing section. Well-constructed tables are frequently valuable aids to readers to allow them to compare the methodology and results of various studies. The student should develop the paper to be more than an annotated bibliography of a number of studies. The amount of

detail presented for any given study should be in proportion to the quality of the study and its relevance to the paper's general conclusions. All comps papers must contain, as part of their conclusions, constructive synthesis of the literature, implications for research, practice, and policy, and suggestions for the direction of future research.

The largest danger for students that always leads to a failing comps paper is that the paper does not get written. The next largest danger for students is that the first draft of the paper is completed without sufficient time to reflect on the conclusions to be drawn from the review, as well as not leaving sufficient time to proofread the work. Because deadlines for the outline and paper are firmly fixed, students should not delay their writing. Inevitably, the longer students have postponed beginning the paper, the worse the final product will be.

The student will provide each committee member a copy of the final paper not later than 5:00 p.m. 75 days after the final outline is approved (on or before August 15/ immediately prior to the start of the student's fourth year). If the date of deadline/August 15 falls on a weekend, the paper must be turned in by 5:00 pm on the Monday following. Failure to meet this deadline constitutes a "failed" grade.

D. Procedures for Evaluation of Comprehensive Papers
1.   A meeting of the Committee members should be scheduled within approximately four weeks after the comprehensive paper is submitted. The student is responsible for contacting committee members and scheduling the meeting. The meeting will be approximately an hour in length and the first half of the meeting will occur without the student present to allow the committee members to vote and discuss the paper. Each committee member should write on paper his/her vote, limited to the options of Pass, Revise and Resubmit, or Fail. The student will be present for the second part of this meeting to discuss the results and obtain feedback from committee members.

2.   If all four votes are in consensus, the committee will discuss the strengths and weaknesses of the paper. Following this discussion, the committee will provide feedback to the student, including the outcome decision, and more specific feedback regarding the strengths and weaknesses of the paper. When the initial vote of the committee members is non-unanimous, either for or against passing, the committee will discuss the strengths and weaknesses of the paper and following this discussion, a second vote may be taken. Three passing votes are required for a pass.

3.   In cases where a paper has been voted as Fail, either by a split or unanimous decision, the committee will submit, in writing, a statement regarding the weaknesses of the paper. This statement will be submitted to both the student and the Program Director within one week of the decision meeting. The voting sheet of the committee, the written statement, and a copy of the comprehensive paper will be retained in the files of the Program Director. These materials will be retained until such time as the student is awarded a degree from the program.

4.   If a student fails to submit a paper to each committee member by the deadline, that will constitute a Fail on the Comprehensive Paper. A failed paper means the student may continue with the same topic, but it will be necessary to revalidate the topic and committee members with the Program Director

following the usual procedures as outlined above.

5.   In cases where the committee decides the paper does not pass but meets Revise and Resubmit criterion, students will be provided specific feedback and expectations for the revisions and will need to independently complete these revisions within 30 day of the comps meeting. The need for a second comps meeting is at the discretion of the student's committee. If the committee determines the revised comps paper is insufficient, the student will receive a Fail on the comprehensive paper. Subsequent guidelines for Fail status will apply, including a non-eligibility status for dissertation credit. Failure to pass a second attempt of the comprehensive paper by May 20th of the student's 4th year will constitute inadequate progress in the program and result in a formal review by program faculty.

One copy of the approved paper must be put in the student's file in the Graduate Records Office. The paper will be available to future students to aid in preparing their own paper.

E. Policies Regarding Comps Paper Completion
1.   Students who do not pass their comprehensive paper on their first attempt will not be allowed to defend their dissertation prospectus until the comps paper is successfully completed.

2.   If the student has failed the comps paper (either because of a vote to fail by the committee or because of not turning a paper in by the deadline), then the student will be required to pass their comps paper by the end of their fourth year or they will be not be allowed to continue in the Program. The end of the fourth year is designated as May 15th.

Summary Timetable for Completion of Comps Paper:
Task   Deadline

Topic and Committee Approved by Program Director …….…………... On or before February 28th of the third year

Committee Meeting to Approve Outline …………………………………   On or before May 15th of third year

Final outline Due……………………………………………………….On or before May 31st of third year

Completed Paper Due……..…. 75 days after final outline approval and no later than Aug 15th of onset of 4th year

Feedback Meeting …………………………………...…………...……………...… 4 weeks after Paper Submitted

Signed Approval Forms Entered in Students Records File …………………………........ After feedback meeting

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

Qualification for the Ph.D. degree occurs after the student completes his or her written specialty exam or written comprehensive exam. 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;

<div align="center">–or–</div>

    (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. When it is completed, return it to the Graduate Student Services Coordinator, who will submit it 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.

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 to be involved in research projects. Such projects might be of their own design or those of faculty members in their graduate program. 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.

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 for 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

The dissertation may be proposed at any time during the student's normal course of study. Most students who enter with a bachelor's degree propose the dissertation in their fourth year. However, students may begin their dissertations 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.

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; exceptions to the standard policy require the approval of the program chair, the department chair, and the Dean of the Graduate School.

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

All dissertation committees must be approved by the graduate program chair and then by the department chair. Appeals of decisions by the department chair may be made to the Department's Executive Committee, with the department chair abstaining from any vote of the Executive Committee in such an instance. (NOTE: The Executive Committee is composed of the directors of each of the graduate programs, the undergraduate program director, and two at-large faculty members.) The form is found at http://www.psych.sc.edu/sites/default/files/attached_docs/SchMAQualifyingExam.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 should follow APA style guidelines.

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. 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. 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. **Students planning to apply for APPIC internships must have an approved prospectus by October 15th of the academic year in which they plan to submit their applications.**

Data Collection
It is expected that data collection for a dissertation will be performed on the Columbia Campus or in the Columbia area, under the direct supervision of the committee. Exceptions will be possible under unusual circumstances, but the rationale for such exceptions must be extremely persuasive. Such exceptions must be approved by the student's dissertation committee, and program area committee, as well as by the chair of the department. Such approval would require the specification of an on-site research supervisor acceptable to the approving bodies within the department, as well as that potential supervisor's agreement to assume responsibility equivalent to that of a department faculty member serving as supervisor. It should be noted that all research (both on and off-campus) 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. 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 effortThe 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.

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

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.

Results

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.

Publication

Students are encouraged to publish their dissertations. The student should be the senior author of the publication with junior authorship to others who have made substantive contributions to the work. In rare cases, the student would not be the senior (first) author, which typically occurs when there is a substantial lag in the time between defense and publication. All decisions about authorship should be discussed early and frequently.

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.

GENERAL ORAL COMPREHENSIVE EXAMINATION

Each student in a doctoral program will take an oral comprehensive examination. Students in the School Psychology Program should plan to complete the doctoral oral exam <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 full committee shall be proposed by the major advisor/dissertation director and approved by the graduate program director and department chair.

1. The committee will consist of four members.

2. The student's dissertation director, advisor, or professor directing the student's research is on the committee and serves as its Chair.

3. A second member is selected from the graduate program in which the student is studying. The selection is made by the major advisor/dissertation director after consultation with the student.

4. A third member of the committee must be selected from outside the Department of Psychology, but within the University. This person shall be selected in the manner specified by the Graduate School. To wit, person shall be 1) a USC graduate faculty member; or 2) a graduate faculty member at another accredited institution with expertise in psychology; or 3) a USC faculty member who is not a member of the graduate faculty, but who is qualified to serve on this committee; 4) if the proposed member is not in category (1) a justification must be made to the department chair and the Graduate School. Ultimately, this member is selected by the program director after consultation with the student.

5. The fourth member of the committee 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 and sent to all committee members prior to the exam.

7. The whole committee must be present in person or electronically (e.g, via Skype) at the oral examination. In the case of unplanned absences, an alternative person may be appointed by the program director with approval from the chair.

<u>Time Frame</u>

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

General Content and Format
The content of the examination will be from two main sources. These are defined as those topics found in introductory psychology textbooks. Fundamental grasp of advanced knowledge in the student's course of study.Equal time and emphasis will be appropriated to key concepts in general areas of psychology and to the grasp of advanced knowledge in the student's area of expertise. The exam period shall last an hour and thirty minutes. The first 5 to 10 minutes shall consist of organization by the committee members without the student being present. It is the responsibility of the chair of this committee to establish the format and conduct the examination including areas covered. The exam proper should be a minimum of 60 minutes and no more than 75 minutes.

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

Passed by the full Faculty of the Psychology Department
January 26 2015
Effective, August 15, 2015

Note: The Ph.D. Orals Committee chair records the scores arrived at by the four committee members on the rubric form and hands it in to the Graduate Student Services Coordinator. A copy must be put in the student's portfolio.
(See the School Psychology forms page for forms and notices related to the results of the Oral Examination at: http://www.psych.sc.edu/school/forms)

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

Doctoral students take an internship after the completion of all course work, usually during the fifth year. Internships provide experience in basic school psychological skills such as assessment, consultation, direct and indirect intervention, staff development, and educational programming. The internship also emphasizes the use of advanced skills in dealing with severe individual and small-group problems, as well as problem identification and problem solving at the systems level. The internship experience is also designed to foster leadership skills in the creative use of existing resources and development of new resources which will enable schools to provide more appropriate educational services to children and youth. Some USC school psychology students elect to complete their internships with school districts in the Columbia area. Others have secured internships in APA-approved programs. Students in the school psychology program at USC have been highly successful in obtaining APA internships with a rate of about an 85% success rate of students achieving APA internships after applying. Recent student internship placements include:

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

The doctoral level internship consists of a minimum of 1500 hours. However, keep in mind that some states require up to 2,000 hours of internship for licensure. One school year will adequately cover this time requirement. The program has accepted the internship criteria adopted by The Council of Directors of School Psychology Programs. See page 50 or a copy of these guidelines. For students without a prior internship in a school setting (that is, typically students who enter the program without a Master's in School Psychology) at least 600 internship hours must be in a school setting, or deal with school-related issues, as required by NASP standards.

Although service needs of the school district may determine the specific activities of the intern, a range of service provision functions should be engaged in. The intern should have experience at all educational levels (elementary, middle, high school) and should engage in the following types of activities:
- Comprehensive evaluation of a range of disabilities;

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

Applying for Internships

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

When considering a student's request for permission to apply for an APPIC internship, the faculty will evaluate the following: a) progress in completion of course work; b) successful completion of the written comprehensive examination; c) research progress, including the completion of the master's thesis; d) the dissertation prospectus being approved by October 15th; and e) an assessment of applied professional skills. In the fall of the year of internship application, all prospective applicants will meet as a group with the Program Director to discuss the process and requirements. In addition, all students should discuss their interests and possible internship sites with their respective academic advisors.

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

Students seeking an APA-approved internship must complete the uniform application required by the Association of Psychology Postdoctoral and Internship Centers (APPIC). A list of APA-approved internships can be found at: http://www.apa.org/ed/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. More information about tracking hours and a spreadsheet of relevant information, based on the uniform application for APA internships, is available under the Helpful Resources tab on the School Psychology Forms page.

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

<u>Course Enrollment</u>

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

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

10. Publics must be co-signed by the licensed psychologist supervisor for the intern.

11. The trainee has a title such as "intern," "resident," or other designation of trainee status.

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 goals, assessment components, and requirements of the student

portfolio the program. Program faculty assess student progress on completion of program goals by reviewing the student portfolio during May of each academic year. *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).

Section I: Program Goals & Objectives
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.

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 PSYC 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 PSYC 832B and PSYC 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. evidence of student membership and participation in professional organizations (minimum = attendance at one or more professional conferences)
4. self-ratings of knowledge of identity, function, and ethics at exit interview (minimum = score of "2" or higher).

51

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.

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 PSYC 714 (minimum = score of "2" or higher on each item on rubric
3. instructor ratings on psychological reports in PSYC 716 (minimum = score of "2" or higher on each item on rubric).

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

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 in-service presentation in PSYC 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 PSYC 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 PSYC 701 or PSYC 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 PSYC 832C or PSYC 742 (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 PSYC 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 PSYC 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 data; 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.

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. quantitative scores on GRE (i.e., percentage who score above 50th percentile)
4. final examination or final paper/project score in Psych Stats 709 (minimum = grade of 80% or above)
5. final examination or final paper/project score in Psych Stats 710 (minimum = grade of 80% or above)

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. e.g., 701 paper)
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 who successfully complete Masters degree in three years and Ph.D. in five years
2. percentage of students who complete all data collection before going on internship
3. frequency counts of students with various publications and presentations
4. percentage of alumni who continue research and evaluation activities
5. 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.

Data at Admission:
1. faculty members' ratings of prior academic coursework (e.g., GPA, undergraduate research methods, statistics, and core course performance)
2. GRE scores

Data a Mid-point (end of third year):
1. course grades in graduate level statistics, research methods, and measurement (PSYC 714-716) courses (minimum = grades of "B" or higher in all courses)

Data at Completion (Graduation):

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. internship supervisor ratings of evidence-based practices (minimum = rating of "2" or higher on Professional Skills item 18)
3. student eligibility for license for private practice/certification (minimum = score of pass on PRAXIS)
4. faculty members' ratings of dissertation (minimum = scores of "2" or higher on all item on rubric for dissertation)
5. 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 publish their dissertation

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. Portfolio Rubric

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.

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 student annual evaluation forms. Section I should be completed by October 1st and Section II should be completed by April 30th. Students should complete sections I-II. The Program Director will complete section III and return to the student portfolio.

4. Student training vita: The student should include a comprehensive curriculum vita, which is updated annually. 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 link).

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 Thesis and Dissertation; 714, 716, 832B, and 832C psychological reports; 832B academic case study; 701 or 832B behavior case study; 832C or 742 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), which will be distributed electronically.

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. Practicum Student Rating Form (832B and 832C Practicum supervisor ratings on ethics knowledge and behavior)
    f. Letter from Program Director specifying score on comprehensive exam question on identity, function, and ethics
    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 ratings on scoring rubric
    b. First draft of final psychological report from 832B and instructor rating
    c. Behavioral assessment report from 701
    d. Letter from Program Director specifying score on comprehensive exam question on assessment
    e. Relevant Praxis score
    f. Other

3. Direct Intervention Skills/Indirect Intervention Skills
    a. Behavior case study from 701 or 832B and instructor ratings on scoring rubric
    b. Academic case study from 832B and instructor ratings on scoring rubric
    c. Consultation case report from 832C or 742 and instructor ratings on scoring rubric
    d. Letter from Program Director specifying score on comprehensive exam question on intervention
    e. Letter from Program Director specifying score on comprehensive exam question on consultation
    f. Relevant Praxis scores
    g. Other

4. Research Skills
    a. 709 score on final exam or paper/project
    b. 710 score on final exam or paper/project
    c. Research project from 709 or 710 and instructor rating
    d. Letter from Program Director specifying score on comprehensive exam question on research
    e. Master's thesis abstract and committee rating on rubric for thesis
    f. Doctoral dissertation abstract and committee rating on rubric for doctoral dissertation
    g. 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 714-715).
    c. Final (PSYC 709 and/or 710) Statistics project
    d. Master's thesis abstract and committee rating on rubric for thesis
    e. Committee ratings on rubric for doctoral orals
    f. Dissertation abstract and committee rating on rubric for dissertation
    g. Committee Rubric for doctoral dissertation defense

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

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. A large graduate student lounge available to all graduate students is housed on the fourth floor of Barnwell.

Psychological Service Center (http://www.psych.sc.edu/psc/front-page)

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 "staffing," and enrollment in clinical practica.

Institute for Mind and Brain (http://mindandbrain.sc.edu)

The Institute for Mind and Brain (IMB) is a research center at the University of South Carolina that coordinates interdisciplinary research efforts in cognitive neuroscience, specifically in the study of cognitive processes in the human brain in children and adults. The IMB provides training to doctoral students in human cognitive neuroscience across several disciplines, as well as conference and presentation opportunities.

Thomas Cooper Library (http://library.sc.edu/p/TCL)

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.nasponline.org/

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

Financial Support

Your acceptance into the program may or may not come with an offer of financial support, either through the department or an outside contract/grant. Each year, a variety of departmental assistantships are available. These assistantships require (20) hours of work per week in the department as research or instructional assistants. In addition to departmental positions, the program maintains several community assistantships which include placements in local schools and agencies. These assignments are made by the program director, although the student may be given leads and asked to interview with the agency. The 2016-20157 stipend for a 9-month assistantship for an incoming student is $16,250. Graduate students receiving stipends from the department or other sources are required to work 20 hours a week starting August 16 and ending May 16. They are allotted 2 weeks off for the Christmas holiday and one week off for spring break. Any hours not required by their primary assignment (e.g., teaching assistantship) should be contributed to their research lab for consistency across assistantships and to maximize the resources afforded by the stipend, which is a departmental resource. A number of opportunities also exist for advanced students to teach undergraduate psychology courses. To qualify, students must have taken Psychology 790 (Teaching of Psychology) and the Instructional Development Project's workshop in teaching (see further details below). Advanced students sometimes teach courses during the summer for additional income and experience.

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

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

Teaching Undergraduate Courses as Instructor-Of-Record

1. No graduate student in the Department will be assigned to teach a course independently until 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.

<div align="center">

ADDITIONAL POLICIES

</div>

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

(http://bulletin.sc.edu/content.php?catoid=90&navoid=11018#Grading_Policies)
Students must maintain a cumulative grade point average of 3.00. Graduate students whose cumulative GPA drops below 3.00 will be placed on academic probation and allowed one calendar year to raise the GPA to at least 3.00. See the Graduate School Bulletin for further details.

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 teaching workshops sponsored by the Graduate School and taking the department course, PSYC 790, College Teaching of Psychology. The former is a requirement for assignment as a teaching assistant. Teaching at another school must be approved by the Director. Procedures for requesting faculty approval for additional work are described above.

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

Leave of Absence
In unusual circumstances such as personal illness, pregnancy, or illness in the family, a student may submit a written request to the School Psychology Program Committee for a leave of absence, not to

exceed one academic year. If you are on an approved leave, February 1ˢᵗ is the deadline for notifying us if you wish to return for the following fall semester. Failure to meet this deadline may result in program termination and/or loss of financial support.

Family Leave Policy
The University of South Carolina's Graduate Student Family Leave (GS-FL) policy establishes minimum standards for accommodation for a leave associated with childbirth or adoption. The policy is designed to assist a matriculated graduate student who is the primary child-care provider immediately following the birth or adoption of a child. It is designed to make it possible to maintain a student's enrollment status under a new category of existing special enrollment, Z-status, policy to facilitate the return to class work, and where applicable, research and teaching in a seamless manner. Medical complications or other extenuating circumstances are not included in this policy. Such situations are more appropriately covered by the University's current policies regarding course incompletes and withdrawal and/or leave of absence due to extenuating circumstances. These policies are located in the online *Graduate Studies Bulletin.*

Continuous Enrollment
Continuous enrollment for all school psychology students is required in order to assure that students make continual, systematic progress in their program. All students must enroll each semester for an appropriate number of credit hours until the completion of all program requirements (including internship and dissertation). The minimal acceptable registration is one (1) credit hour. The enrollment should in all cases adequately reflect the use of faculty time and university facilities. **Failure to enroll constitutes self-dismissal from the School Psychology Program.** This requirement means that 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 dismissed from the program because of inadequate academic and/or professional performance. Under ordinary circumstances, we allow students to complete at least two semesters here, as we want to provide the opportunity for students to rectify any deficiencies. At the end of two semesters, those whose performance is clearly inadequate will be terminated. Faculty consider more than grades in evaluating a student's performance in the program. The faculty will make evaluations based on interpersonal skills, tact and judgment, dependability, work habits, attitude, and professional, ethical conduct. Any student will be automatically dismissed when three school psychology faculty members recommend dismissal and document the specific reasons for the recommendation.

STUDENT ASSOCIATIONS
Psychology 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.nasponline.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
*To inquire about joining **only** Division 16 of
APA contact APA Division services at
202-336-6013

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

Vittoria Anello (2013)
School Psychologist
Richland Two District
Columbia, SC

Rachel Long (2013)
School Psychologist
Irmo Middle School
Lexington, SC

Michael Lyons (2014)

Assistant Professor of Education
Department of Human Services
University of Virginia

Ashley Robinson (2014)
Clinical Director at Avail Outreach
Springfield, Virginia

Bridgette Tonnsen (2015)
Assistant Professor of Psychological Sciences
Purdue University

West Lafayette, IN

Julia Englund Strait (2014)
Post-Doctoral Fellow
Child Welfare and Trauma- Informed Care
Center of Excellence for Children in State
Custody.
U. Tennessee Health Science Center

Alycia Roberts (2015)
Post-Doctoral Fellow
Pediatric Neuropsychology at Rainbow Babies
& Children's Hospital
Cleveland, OH

Xu (Lilya) Jiang (2015)
Assistant Professor
School Psychology
University of Memphis

Marissa Robinson (2015)
Post-Doctoral Fellow
Greenville Assessment an Learning Specialists
Greenville, SC

Jessica Scherr (2016)

Jason Bird (2014)
Post Doctoral Fellow
Connecticut Behavioral Health LLC
Cheshire, CT

Post-Doctoral Fellow
Nationwide Children's Hospital
Columbus, OH

Marjorie Grefer (2016)
School Psychologist
Richland Two District
Columbia, SC

Bryn Schiele (2016)
Post-Doctoral Fellow
Department of Child and Adolescent Psychiatry
University of Minnesota Medical School
Minneapolis, MN

James Sidall (2016)
School Psychologist
Arlington Public Schools
Arlington, VA

Charity Brown Griffin (2014)
School Psychologist
Guilford County Schools
Greensboro, North Carolina

Appendix B

School Psychology Students and their Mentors

2016-2017

Internship Year

Emily Mancil	Weist
Marissa Miller	Weist/Smith
Kristin Otis	Huebner/Hills
Hannah Smith	Huebner/Hills

Emma Kate Wright   Decker

Fourth Year

Kathleen Blackburn Franke	Huebner/Hills
Sara McGrath	Roberts
Crystal McWhirter	Weist/Motes
Lauryn Morrison Young	Weist
Zi Jia Ng	Huebner/Hills
Debra Reisinger	Roberts
Kristin Roberts	Decker
Allison Stafford	Decker

Third Year

Joseph Ferraracci	Decker
Tayllor Vetter	Decker

Second Year

Rachel Bridges	Decker
Shannon O'Connor	Roberts
Alex Roberts	Zarrett
Jordan Ezell	Roberts
Rachel Packiam	Huebner

First Year

Carla Wall	Roberts
Asia Thomas	Cooper/January
Marjorie Gruehn	Weist/Zarrett
Kimberly Sitter	Huebner

<u>Appendix C</u>
School Psychology Internship Placements (* denotes APA Internship)

2016-2017

Intern	**Internship Placement**
Emily Mancil	LowderGroup
	Greenville, SC
Marissa Miller	Fairfax County Public Schools
	Arlington, VA
Kristin Otis	Richland Two School District

	Columbia, SC
Hannah Reckart	Richland Two School District
	Columbia, SC
Emma Kate Wright	Southeast Psych
	Charlotte, NC

2015-2016

Intern	**Internship Placement**
Marjorie Grefer	Richland Two School District
	Columbia, SC
Jessica Scherr*	Nationwide Children's Hospital
	Columbus OH
Bryn Schiele*	University of Minnesota Medical School
	Minneapolis MN
James Siddall	Loudon County Public Schools
	Ashburn, VA 20148

2014-2015

Intern	**Internship Placement**
Xu Jiang*	Tennessee Internship Consortium
	Loudon, TN 37774
Marissa Robinson	Greenville School System
	Greenville, SC
Alycia Roberts	Richland County School System
	Columbia, SC
Bridgette Tonnsen*	Medical University of South Carolina
	Columbia, SC

2013-2014

Intern	**Internship Placement**
Jason Bird	Newark Public Schools
	Newark, New Jersey
Julia Englund	Crowley's Ridge Educational Cooperative
	Harrisburg, Arkansas
Charity Griffin	Guilford County School District
	Greensboro, NC
Ryan Kelly	Guilford County School District
	Greensboro, NC
Michael Lyons	Richland School District 2
	Columbia, SC
Ashley Robinson*	Kennedy Krieger/John Hopkins University
	Baltimore, MD