

**NICHOLLS STATE
UNIVERSITY**

**SCHOOL PSYCHOLOGY
HANDBOOK**

**SCHOOL PSYCHOLOGY PROGRAM
NICHOLLS STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELOR EDUCATION
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Foreword

This handbook is provided to assist academic planning for new applicants to the program as well as current school psychology program candidates. While every effort has been made to present information accurately and completely, discrepancies may arise between the Student Handbook and the Nicholls State University Bulletin. In such a case, the information contained in the University Bulletin prevails.

MISSION AND PHILOSOPHY

The School Psychology program has as its conceptual framework **The School Psychologist as Data-Based Decision-Maker**. The mission of the program is to prepare school psychologists who are capable of providing high quality psychological services to the educational community. The philosophy and mission of the Specialist in School Psychology program reflects a commitment to and recognition of cultural and ethnic diversity and individual differences as candidates progress from acquiring knowledge, skills, and dispositions through the demonstration of professional behaviors and practice. Candidates are provided with an appreciation for broad diversity that exists among children, families, communities, and systems in which they work. Candidates gain understanding that, while the focus of a school psychologists' work is often with the child, the ecological context in which the child performs is important.

The philosophical roots of the **Data-Based Decision Maker** as a model for School Psychologists are found in Gray's (1963) concept of the role of the school psychologist as a data-oriented problem solver, derived from the scientist-practitioner model of graduate training in applied psychology developed at the Boulder Conference in 1949. The **Data-Based Decision-Maker** model is the recommended model for the training of school psychologists, endorsed in both the National Association of School Psychologists Standards (2000) and in *School Psychology: A Blueprint for Training and Practice II* (Ysseldyke, Reschley, Reynolds, Lehr & Telzrow, 1997).

The chief characteristics of the **Data-Based Decision-Maker** model are an emphasis on empirically-based decision making applied to all aspects of school psychology practice. The program promotes the philosophy that practicing school psychologists provide a broad range of psychoeducational and mental health services to children and families. Training emphasis is given to the development of single-case research designs applied to assessment, intervention, consultation, counseling, as well as the development of skills in evaluating programs within the educational community. Technological applications in all areas of practice are emphasized. Explicit among the knowledge and skills summarized within this document are the appropriate applications of ethical and legal considerations in all aspects of the practice of school psychology.

GOALS AND OBJECTIVES

The general purpose of the Nicholls State University (NSU) Specialist Program in School Psychology is to train candidates to become professional providers of a variety of psychological services within the school and educational communities. Training focuses on solving problems through data-based decision-making. The technology, skills, and dispositions reflected in the following domains serve as goals and objectives to systematically assess the performance of school psychology program candidates and graduates, to provide ongoing feedback throughout training, and to evaluate and improve the program:

- a. data-based decision-making with emphasis on improved outcomes for the child, family, school, or community;
- b. academic and behavioral consultation emphasizing a collaborative model for planning and decision-making at the classroom, school, system, and community levels;
- c. evaluation of cognitive and academic skills as well as design and evaluation of interventions;
- d. evaluation of children's and adolescents' behavioral, affective, adaptive and social skills as well as design and implementation of appropriate interventions;
- e. recognition of, and accommodation for, individual differences, abilities, and disabilities as well as factors stemming from cultural diversity (e.g., ethnic, socioeconomic, gender related);
- f. knowledge of, and sensitivity to, organizational, policy-making, and climate factors that affect schools and related-service settings along with skills to work with individuals and groups to influence policies and practices in a positive direction for improved student related services;
- g. knowledge of developmental, biological, cultural, social, and psychopathological factors along with skills in developing prevention and intervention programs encouraging mental and physical well-being among students;
- h. knowledge of family systems affecting student's academic, emotional, developmental, and social progress, along with skills to work with families, schools, and communities; representatives to provide and improve services to families;
- i. knowledge of statistical methods, and research and evaluation techniques along with skills to apply this knowledge to improve services in the schools;
- j. knowledge of the historical foundations of school psychology, including an understanding of service delivery models, public policy and public law related to service delivery, ethical and practice standards related to the profession, as well as acquisition of professional practice demeanors consistent with this knowledge;
- k. knowledge of sources of information and technology relevant to service delivery and skills to access this information/technology and use it in a professionally responsible manner.

The domains listed above are aligned with the National Association of School Psychologist Standards for Training and Field Placement programs in School Psychology (2000) and are consistent with NCATE accreditation standards and certification requirements established by the Board of Elementary and Secondary Education (BESE) and the Louisiana State Department of Education.

Embedded in the domains is an emphasis on the commitment to diversity and the integration of technology in school psychology candidate preparation. The domains are integrated into all levels of school psychology training, including course work, university-based practica, field-based externships, and the capstone internship training experience.

Training in the Specialist in School Psychology program follows the model of the School Psychologist as a **Data-Based Decision Maker**. Throughout the program, course work supplements and reinforces applied training. Classroom-based training emphasizes the following knowledge-based areas: (a) psychological foundations; (b) educational foundations; (c) counseling foundations; and (d) intervention foundations. As knowledge bases continue to be constructed through didactic course work, candidates gain supervised practica and externship experiences. Finally, candidates demonstrate and expand upon areas of expertise through internship experiences.

Relationship of Program Objectives to the Curriculum

The school psychology program has adopted NASP training standards as the foundation of the curriculum. The following details the link between NASP standards and the NSU school psychology program curriculum and describes for the candidate which courses will emphasize specific training goals and objectives. Training goals and objectives are emphasized throughout the curriculum via core psychology, education, counseling, and school psychology course work offered in both didactic and application formats. In many cases, individual courses may contain embedded content which address multiple curriculum content areas as well as the overall conceptual framework of the program. The curriculum sequence is structured in a manner to afford candidates the opportunity to acquire knowledge and skills via didactic learning experiences, to practice various skills and professional competencies in analog application learning experiences, and to refine and hone professional skills in school-based and NSU clinic-based settings under the supervision of NSU faculty and field-based supervisors. Finally, candidates complete the school psychology internship placement.

In many cases, courses are organized to address a specific NASP training standard area. In other instances, content is incorporated across multiple courses. This section of the School Psychology Handbook provides the candidate with an overview of the organization of the school psychology curriculum. NASP training standards are presented a list of relevant course work following each standard. The candidate should refer to this section for an explanation of the focus of the curriculum as he or she progresses through the program. Examples of syllabi are available for the candidate to review prior to enrolling in courses. School psychology faculty are available to assist the candidate in gaining familiarity with the organization of the curriculum. The school psychology curriculum addresses the following competency areas:

A. SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

The school psychology candidate will gain knowledge of the history and foundations of their profession; of various service models; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Candidates practice in ways that are

consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development. Candidates practice in a manner which demonstrates sensitivity to culturally and economically diverse children, families, and school personnel in everyday work habits. The candidate demonstrates an understanding of the organization and administration of the school district (See NASP Standard 2.10).

Content addressed in the following courses:

PSYC 527 - Problems and Issues in School Psychology
PSYC 508 - Introduction to Psychometrics
PSYC 509 - Practicum in Diagnostic Testing I
PSYC 514 - Practicum in Diagnostic Testing II
PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II

B. DATA BASED DECISION MAKING AND ACCOUNTABILITY

The school psychology candidate will gain knowledge of various models and methods of assessment that yield information useful in understanding problems, in identifying strengths and needs, and in measuring progress and accomplishments. Candidates learn such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of the candidate's professional practice (See NASP Standard 2.1).

Content addressed in the following courses:

PSYC 506 - Behavior Modification
PSYC 508 - Introduction to Psychometrics
PSYC 509 - Practicum in Diagnostic Testing I
PSYC 514 - Practicum in Diagnostic Testing II
PSYC 527 - Problems and Issues in School Psychology
PSYC 528 – Behavioral School Consultation Strategies
PSYC 529 – Instructional Consultation Strategies
PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II

C. EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

The school psychology candidate will gain knowledge of human learning processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. Candidates will learn to work in collaboration with others in the development of appropriate cognitive and academic goals for children with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions (See NASP Standard 2.3).

Content addressed in the following courses:

PSYC 505 – Psychology of Personality
PSYC 506 - Psychology of Behavior Management
PSYC 509 – Practicum in Diagnostic Testing I
PSYC 512 - Theories of Learning
PSYC 514 - Practicum in Diagnostic Testing II
PSYC 515 – Advanced Child Psychopathology
PSYC 529 - Instructional Consultation Strategies
PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II
EDCI 562 or 560 - Analysis of Reading Difficulties or The Teaching of Reading

D. DISSEMINATION OF INFORMATION

The school psychology candidate will be able to effectively interpret and share, with parents, teachers, and other appropriate school personnel, information from psychoeducational assessment, counseling, and/or consultation in a meaningful manner and exhibit sensitivity to the needs of the children and families of diverse cultural and economic backgrounds.

Content addressed in the following courses:

PSYC 509 - Practicum in Diagnostic Testing I
PSYC 514 - Practicum in Diagnostic Testing II
PSYC 520 - Psychological Counseling Practicum I
PSYC 528 - Behavioral School Consultation Strategies
PSYC 529 - Instructional School Consultation Strategies
PSYC 527 - Problems and Issues in School Psychology
PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II

E. COMPLETES WORK ACCURATELY

The candidate will prepare written reports and evaluations constructed in the specified format and time limits, with accurate computations, and test protocols being completed as specified.

Content addressed in the following courses:

PSYC 509 - Practicum in Diagnostic Testing I
PSYC 514 - Practicum in Diagnostic Testing II
PSYC 528 - Behavioral School Consultation Strategies
PSYC 529 - Instructional School Consultation Strategies
PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II

F. CONSULTATION AND COLLABORATION

The school psychology candidate will gain knowledge of instructional, behavioral, mental health, collaborative, and/or other consultation models and methods of their application to particular situations. Candidates will learn to collaborate effectively with others in planning and decision-making processes at the individual, group and system levels (See NASP Standard 2.2).

Content addressed in the following courses:

PSYC 500 – Basic Facilitative Skills
PSYC 527 - Problems and Issues in School Psychology
PSYC 528 - Behavioral School Consultation Strategies
PSYC 529 - Instructional School Consultation Strategies
PSYC 530 & 531 - School Psychology Externship I and II

PSYC 532 & 533 - School Psychology Internship I and II

G. SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

The school psychology candidate will gain knowledge of human developmental processes and of direct and indirect services, including consultation, behavioral assessment/intervention, and counseling applicable to the development of behavioral, affective, adaptive and social skills. Candidates learn to work in collaboration with others to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths and needs, implement interventions to achieve those goals, and evaluate the effectiveness of interventions (See NASP Standards 2.4).

Content addressed in the following courses:

- PSYC 504 - Abnormal Psychology
- PSYC 505 - Psychology of Personality
- PSYC 509 – Practicum in Diagnostic Testing I
- PSYC 510 – Theory and Procedures in Group Counseling
- PSYC 512 – Theories of Learning
- PSYC 514 – Practicum in Diagnostic Testing II
- PSYC 516 - The Psychology of Child and Adolescent Development
- PSYC 528 - Behavioral School Consultation Strategies
- PSYC 529 - Instructional School Consultation Strategies
- PSYC 500 - Basic Facilitative Skills
- PSYC 511 - Theories of Counseling and Psychotherapy
- PSYC 515 - Advanced Child Psychopathology
- PSYC 520 - Psychological Counseling Practicum I
- EDCI 562 or 560 - Analysis of Reading Difficulties or the Teaching of Reading
- PSYC 530 & 531 - School Psychology Externship I and II
- PSYC 532 & 533 - School Psychology Internship I and II

H. PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

The school psychology candidate will gain knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Candidates will learn to provide or contribute to prevention and intervention programs that promote mental health and physical well-being of students, families, and school staff (See NASP Standard 2.7).

Content addressed in the following courses:

- PSYC 500 - Basic Facilitative Skills
- PSYC 504 - Abnormal Psychology
- PSYC 505 – Psychology of Personality
- PSYC 509 - Practicum in Diagnostic Testing I
- PSYC 510 – Theory and Procedures in Group Counseling
- PSYC 511 - Theories of Counseling and Psychotherapy

PSYC 514 - Practicum in Diagnostic Testing II
PSYC 515 - Advanced Child Psychopathology
PSYC 516 - The Psychology of Child and Adolescent Development
PSYC 520 – Psychological Counseling Practicum I
PSYC 527 – Problems and Issues in School Psychology
PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II

I. STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

The school psychology candidate will gain knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. The candidate will demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs (see NASP Standard 2.5).

Content addressed in the following courses:

PSYC 500 - Basic Facilitative Skills
PSYC 504 - Abnormal Psychology
PSYC 508 - Introduction to Psychometrics
PSYC 509 - Practicum in Diagnostic Testing I
PSYC 511 - Theories of Counseling and Psychotherapy
PSYC 512 - Theories of Learning
PSYC 514 - Practicum in Diagnostic Testing II
PSYC 515 - Advanced Child Psychopathology
PSYC 516 - The Psychology of Child and Adolescent Development
PSYC 520 - Problems and Issues in School Psychology
PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II

J. SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE

The school psychology candidate will gain knowledge of general education, special education, and other educational and related services. Candidates gain understanding of schools and other settings as systems. Candidates gain understanding of working collaboratively with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others (See NASP Standard 2.6).

Content addressed in the following courses:

PSYC 527 - Problems and Issues in School Psychology
PSYC 528 - Behavioral School Consultation Strategies
PSYC 529 – Instructional Consultation Strategies
EDCI 562 or 560 - Analysis of Reading Difficulties or the Teaching of Reading

PSYC 530 & 531 - School Psychology Externship I and II
PSYC 532 & 533 - School Psychology Internship I and II

K. HOME/SCHOOL/COMMUNITY COLLABORATION

The school psychology candidate will gain knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. Candidates will gain an appreciation of working effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families (See NASP Standard 2.8).

Content addressed in the following courses:

- PSYC 509 – Practicum in Diagnostic Testing I
- PSYC 514 – Practicum in Diagnostic Testing II
- PSYC 511 – Theories of Counseling and Psychotherapy
- PSYC 515 – Advanced Child Psychopathology
- PSYC 516 - The Psychology of Child and Adolescent Development
- PSYC 520 - Psychological Counseling Practicum I
- PSYC 526 (Elective) - Introduction to Marriage and Family Therapy
- PSYC 527 - Problems and Issues in School Psychology
- PSYC 528 - Behavioral School Consultation Strategies
- PSYC 529 – Instructional Consultation Strategies
- PSYC 530 & 531 - School Psychology Externship I and II
- PSYC 532 & 533 - School Psychology Internship I and II

L. INFORMATION TECHNOLOGY

The school psychology candidate will gain knowledge of information sources and technology relevant to their work. Candidates learn to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services (See NASP Standard 2.11).

Content addressed in the following courses:

- PSYC 508 – Introduction to Psychometrics
- PSYC 509 - Practicum in Diagnostic Testing I
- PSYC 514 - Practicum in Diagnostic Testing II
- PSYC 517 - Advanced Statistical Analysis and Research Methods
- PSYC 520 – Psychological Counseling Practicum I
- PSYC 528 - Behavioral School Consultation Strategies
- PSYC 529 - Instructional Consultation Strategies
- PSYC 530 & 531 - School Psychology Externship I and II
- PSYC 532 & 533 - School Psychology Internship I and II

M. RESEARCH

The school psychology candidate demonstrates skill in designing, conducting, and evaluating research, is able to research relevant literature and present to staff current information regarding an

applied school psychological issue, or in the course of daily work, and demonstrates a data-based scientist/practitioner approach toward problem solving.

Content addressed in the following courses:

PSYC 506 - Psychology of Behavior Management
PSYC 508 – Introduction to Psychometrics
PSYC 517 - Advanced Statistical Analysis and Research Methods
PSYC 527 – Problems and Issues in School Psychology
PSYC 528 - Behavioral School Consultation Strategies
PSYC 529 - Instructional Consultation Strategies
PSYC 532 & 533 - School Psychology Internship I and II

N. PROFESSIONAL CONDUCT

The school psychology candidate will demonstrate the following characteristics throughout training:

1. Establish and maintain a good working relationship with staff.
2. Arrive to work and to meetings on time.
3. Demonstrate grooming and personal appearance consistent with system policy.
4. Maintain professional manner in interactions with parents, teachers, etc.
5. Follow through on suggestions from supervisors regarding professional practice.
6. Accept feedback about own performance positively.
7. Offer suggestions and criticisms to appropriate supervisor in private.
8. Engage in the practice of school psychology consistent with the professional practice standards of the National Association of School Psychologists. Note: Failure to engage in the practice of school psychology consistent with the ethical standards published by the National Association of School Psychologist **will** result in dismissal from the school psychology program.
9. Demonstrate appropriate knowledge of and sensitivity for ethnically diverse students, parents, school personnel, etc.
10. Work effectively in collaboration with other professionals or agencies

The above section serves as a general guide to facilitate an understanding of the relationship between the curriculum and NASP standards for the preparation of school psychologists. Finally, candidates are afforded the opportunity to select one elective from a prescribed list of the following courses:

PSYC 510 - Theory and Procedures in Group Counseling
PSYC 526 - Introduction to Marriage and Family Therapy
PSYC 597 - Specialist Thesis Research
EDAS 581 - Federal, State, and Local School Law
EDCI 504 - Seminar in Elementary School Curriculum Studies
EDCI 505 - Seminar in elementary School Curriculum Studies
EDCI 530 - Introduction to Learning Disabilities

Admission Requirements

In order to be admitted to the program applicants must:

1. Obtain a minimum score of 800 (Verbal + Quantitative) on the General portion of the GRE.
2. Present evidence of a GPA of 2.5 or better on the last 60 hours pursued.
3. Have three recommendation forms completed by appropriate references.
4. Complete an interview with faculty of the School Psychology Specialist Program.
5. Complete an undergraduate degree in psychology from a regionally accredited university or 15 hours of undergraduate psychology courses, with a grade of C or better, including statistics, research methods, physiological or abnormal psychology, psychology of exceptional children and three additional hours of psychology.

Admission procedures

Prior to applying to the Specialist in School Psychology program, the applicant must first have been admitted to the Graduate School. Applications to the Graduate School may be obtained by writing to the Office of Enrollment Services, Nicholls State University, Thibodaux, LA 70310.

Upon admission to the Graduate School, applicants may obtain an application and reference forms for the School Psychology Specialist program from the Department of Psychology and Counselor Education, College of Education, Nicholls State University, Thibodaux, LA 70310. Candidates may apply prior to completing all prerequisites; however, candidates having outstanding prerequisites may not earn more than 12 hours in the program. All application materials must be on file with the program director by November 1 for admission consideration in the Spring Semester and by April 1 for admission consideration in the Fall Semester.

Admission to Candidacy

Admission to the Graduate School or to the School Psychology Specialist Program does not imply that a student is a candidate for a degree. Admission to candidacy indicates a judgment by the Graduate Council that candidates have shown sufficient promise to be permitted to complete their work toward a degree.

To become a candidate for the School Psychology Specialist Degree, candidates must submit a formal application to the academic dean. This application assumes that the applicant has: (1) met all applicable admission requirements; (2) been classified as a regular student; (3) completed 12 hours of graduate work in the School Psychology Program with a minimum GPA of 3.0; (4) been recommended for candidacy by the school psychology faculty. Formal admission to candidacy will be granted by a vote of the Graduate Council upon recommendation of the Dean.

Time Limitations and Residency

Candidates entering the Specialist in School Psychology Program with either a Bachelor's degree or a Master's degree must complete all requirements within 6 years. If requirements for a degree are not completed within the normal time, the candidate may petition for an extension of time. Courses taken more than 6 years prior to program completion must be revalidated. Residency requirements for graduate candidates enrolled at Nicholls State University are defined in the University Bulletin. School psychology candidates must complete a minimum of one year of full time enrollment at the university prior to enrolling for the school psychology internship.

Transfer Credits

A candidate may transfer from a regionally accredited college or university a maximum of 24 hours with no grade lower than a B, provided that such transfer credit is applicable to the degree program. Transfer credits are subject to the six-year time limitation. Candidates must formally petition the academic Dean to accept transfer graduate credit. Credit earned at another institution while under an academic or nonacademic suspension will not be accepted by Nicholls for transfer.

Credit earned prior to enrollment at Nicholls State University may be transferred if it was obtained from an accredited university. Accreditation must be from an agency approved by the U.S. Department of Education. Once a student is accepted into the Specialist program, any transfer credit requires prior written approval by the program director. Faculty consensus will be required to identify appropriate courses for transfer. Approval by the program director will be given once it is verified that the transfer credit is offered by an appropriately accredited university, would be accepted by Nicholls State University, and is recommended by the program faculty for transfer. The program faculty feel that it is **extremely** important that the core courses be taken at Nicholls State University.

Procedure for transfer of credit following entry into program:

1. The student will identify the course, and submit written description of the course to program director along with the name of the accrediting agency for the university.
2. The program director will verify the information, and verify with the registrar's office that accreditation of the university is acceptable for transfer.
3. The program director will provide written permission to register for the course..
4. The student may register for the course, and upon completion, request submission of a transcript to the university.
5. The Transfer/Substitution form will be completed.

Revalidation

A course taken more than six years before completion of all degree requirements must be revalidated by (a) a final examination in the course as currently given by the University, or (b) retaking the course. The choice of (a) or (b) above is made by the Coordinator of Graduate Studies Program, after

consultation with the faculty member responsible for the course and approval of the appropriate graduate curriculum committee. Only courses currently offered by the University may be revalidated.

Assistantships

A limited number of assistantships are available at Nicholls State University. Application forms may be obtained from the Coordinator of Graduate Studies, College of Education, Nicholls State University, Thibodaux, LA 70310. Candidates with full-time employment are ineligible for assistantships unless they are on leave from their full-time employment. Applicants for an assistantship should inform the Chairperson of the Department of Psychology and Counselor Education that they are seeking an assistantship within the department. Graduate assistants are expected to earn a minimum of 6 semester hours of graduate credit during the fall/spring semester or a minimum of 3 hours of graduate credit during a summer session. They cannot carry more than 12 hours during a semester or 6 hours during a summer session.

Specific Degree Requirements

Candidates for the Specialist in School Psychology Degree must fulfill the general requirements for the degree. They must earn an overall average of “B” or better with not more than 6 semester hours with the grade of “C” or below. They must successfully complete the comprehensive exam, and successfully complete their internship requirements. At least two-thirds of the course work which is applied toward their degree must be in courses open only to graduate candidates. In addition, the candidate must earn a minimum of 60 graduate credits plus 12 hours credit for their internship. Finally, all candidates are required to sit for and submit their scores from the PRAXIS specialty examination in School Psychology to the College of Education, Office of Graduate Studies prior to the completion of the internship.

Degree credit will not be granted for undergraduate study or remedial study. Similarly, courses taken as prerequisites for program admission will not be credited toward the degree. Program completion within a four year timeline is recommended.

Liability Insurance

Prior to beginning the counseling practice or externship courses, candidates must secure professional liability insurance. Failure to do so will preclude participation in these courses. Candidates must carry professional liability insurance during the internship placement. Candidate insurance may be obtained through professional associations such as the National Association of School Psychologists or the American Association of Counseling and Development. Application information may be obtained from the School Psychology Program Director.

Application Course Work in School Psychology

Purpose

Application course work is designed to provide candidates with an opportunity to learn, practice, and master the many skills necessary to become a competent school psychologist. The role of the applied school psychologist is a changing one. It has evolved from providing psychometric expertise to providing a wide range of services to children, teachers, and parents. Therefore, the candidate's application training will focus on developing skills in a variety of settings. Candidates will become proficient in intellectual, educational, emotional, behavioral, and ecological assessment. They will also become proficient in consultation, academic and behavioral intervention, counseling, in-service training, and research. The training will address a student's specific needs and competencies within a carefully planned sequence of study. Emphasis is given to working with students, families, and school-based staff of diverse ethnic and economic strata.

The N.S.U. School Psychology Program is designed to prepare candidates to function as professionals, to conduct themselves in accordance with NASP standards and guidelines, and to engage in continuing professional development. The underlying philosophy of the program reflects a desire to train candidates to become effective data-based problem solvers who are advocates for the rights of all children.

Sequence

The program recognizes that course content becomes more relevant when paired with real-world experience. Therefore, application coursework occurs in three levels: practica (Level I), externship I & II & Clinic (level II), and internship (Level III). These experiences are structured to systematically orient candidates to the diverse challenges they will ultimately address. Therefore, application course work is offered in a variety of settings for practice and internship. The utilization of multiple settings provides candidates with a diversified range of experiences. Candidates are required to successfully complete the application course work requirements at Level I and II before beginning Level III. Candidates must meet all prerequisite coursework prior to enrolling in practica coursework. The required counseling practicum generally occurs concurrently with the externship.

Supervision

All application coursework occurs under one or more levels of supervision. Practica are supervised by faculty members who are responsible for conducting the learning experience. The externship and internship will be supervised by a university-based supervisor and a field-based supervisor. Field-based supervisors are required to possess B Level school psychologist certification from the Louisiana State Department of Education and three years experience as an applied school psychologist. In the event that training occurs in a non school-based setting, supervision must be conducted by an appropriately credentialed psychologist approved by the university faculty.

Level I (Practica)

Level I training involves campus-based practice experiences in two content areas. These areas are psychological testing and educational assessment. Practica training is designed to facilitate the development of applied skills in preparation for initial field-based training.

Level II (Externships & Clinic)

Level II training is a two semester part-time placement in a school-based environment or an approved alternative setting which serves school-aged children. Level II training is designed to provide candidates with an introduction to applied school psychology. Candidates are supervised by both a field-based supervisor and a university-based supervisor. The externship is intended to be a field-based training experience in which candidates earn academic credit for each externship semester. Only one semester placement in an alternative setting is allowed.

Externship I & II are part-time placements in a school-based setting. The primary focus is training, but some service functions are also part of the externship. The externship provides opportunities for candidates to acquaint themselves with the roles, responsibilities, and functions of school psychologists and other pupil service personnel. Candidates are required to participate in multidisciplinary team case staffings, school building level committee meetings, and general pupil appraisal staff meetings. In addition to providing a general introduction to the structure and organization of educational institutions and school/community resources, candidates provide limited services. These activities can include the administration of diagnostic instruments, observations, student and parent interviews, and the design and implementation of academic or behavioral interventions, consultation and individual and group problems. All of the above will be conducted under the direct supervision of the field-based supervisor. Readiness to complete these activities is determined on an individual basis and is limited to didactic experience in current and previous semester.

Externship II is the second in a series of part-time placements in a school-based or an approved alternative setting. The emphasis of Externship II is on consultation and individual/group problems at a more advanced level. During Externship II candidates will be required to assume major responsibility for managing at least two cases from initial referral to final case resolution. In addition, candidates are required to participate in Individual Educational Program (IEP) meetings. All of the above will be conducted under the direct supervision of the field-based supervisor.

Clinic training is accomplished in the NSU Psychology Training Clinic. Candidates complete an intensive one semester placement in the Clinic under the supervision of counseling program faculty. Candidates typically provide counseling to children experiencing emotional or behavioral problem in the school, community, or home setting. Generally, the focus of counseling is in a family systems model.

Level III (Internship)

Level III training is the final level of applied training in the NSU School Psychology Program. Typically, the internship is a full-time supervised off-campus placement which takes place in an approved public school setting. The school psychology faculty may approve an alternative internship site. The length of the Internship is typically one academic year with a minimum of 1250 hours. At least 625 of the total hours must be in a school-based setting.

The primary purpose of the Internship is to facilitate a student's development into a competent professional school psychologist. This is achieved by candidate mastery of the skills they acquired

during their training. During training, the intern gains experience at the elementary as well as the secondary school levels. Training takes place both in regular and special educational settings. The Specialist in School Psychology candidate will demonstrate proficiency in the following domains:

- A. School Psychology Practice and Development
- B. Data Based Decision Making and Accountability
- C. Effective Instruction and Development of Cognitive/Academic Skills
- D. Dissemination of Information
- E. Completes Work Accurately
- F. Consultation and Collaboration
- G. Socialization and Development of Life Skills
- H. Prevention, Crisis Intervention, and Mental Health
- I. Student Diversity in Development and Learning
- J. School and Systems Organization, Policy Development, and Climate
- K. Home/School/Community Collaboration
- L. Information Technology
- M. Research
- N. Professional Conduct

In order to meet eligibility requirements for the NSU internship program, graduate candidates must meet the following requirements:

1. Successful completion of at least 60 hours of graduate coursework including two semesters of externship as previously outlined.
2. Prior to or concurrently with completion of PSYC 532, candidates must successfully complete a comprehensive written and oral examination in school psychology.
3. Be eligible for and/or possess provisional school psychologist certification from the state in which they are completing their internship.
4. The internship setting must be approved by school psychology program faculty. A Memorandum of Affiliation must be signed by the internship site supervisor. An internship plan must be developed and approved by school psychology program faculty.

Intern Plan Development

Pursuant to the above goals, a written internship plan is developed for each candidate. The plan specifically describes the internship goals and objectives. The internship plan describes the method(s) by which a candidate's skill in each competency area will be evaluated. The plan is not considered a static document but a method of planning and documenting ongoing experiences. The plan is generated with the intern, the university-based supervisor, and the field-based supervisor providing input.

Requirements for an Approved Internship Site

The philosophy behind internship training includes the belief that the intern is first a trainee, and secondly a service provider. An internship program requires commitment both by the school administration and school psychology service staff. This commitment implies recognition of the unique status of the intern and the obligation to provide them with a setting which supports the training process.

The following is a list of the requirements for an approved internship site:

A. The internship site must provide sufficient exposure to a diverse student population. Thus, the intern will have an opportunity to address a wide variety of educational, psychological, and behavioral referral concerns. In addition, the internship site must provide the intern exposure to a culturally and socioeconomically diverse student population.

B. The internship site must afford the intern's supervisor sufficient opportunity to provide direct and personal supervision of the intern. A minimum of two hours a week of face-to-face supervision must be provided by a state credentialed school psychologist in a school setting or an appropriately credentialed psychologist in a non-school setting. Field-based supervisors shall not be responsible for more than two interns and shall be given release time to conduct supervision. It is the responsibility of both the intern and supervisor to assure that the internship experience will be conducted in accordance with the ethical and legal standards of the profession.

C. The hiring school system and the intern must enter into a written contractual agreement. Normally, the length of the contract is one academic year, that is, a minimum of nine months. However, the intern must be on the same schedule and calendar as other full-time psychologists on staff during the regular school year. Any continued employment of the individual by the system is at the discretion of both parties once the internship is completed.

D. When relevant to training and professional development and if not in conflict with district policy or negotiated agreements, the intern is expected to participate in meetings and programs in addition to or beyond the normal workday in the equivalent fashion expected of other professionals. The intern is expected to attend the annual conference of a professional school psychology association.

E. The intern must be reimbursed for travel and other related expenses consistent with district policies for school psychologists. The school district must insure that the intern has access to adequate clerical and professional supplies and to the equipment essential to work effectively as a school psychology intern. In general, internship site requirements and specifications are only minimally different from the site expectations for regular staff members.

Specialist Comprehensive Examination

Students nearing the completion of their program must, with the consent of their major professor and program chair, register to take the comprehensive exam (PSYC 598). The exam is generally taken in the last Fall or Spring semester of academic coursework and must be successfully completed prior to beginning internship. The comprehensive examination is a written and oral examination covering the

coursework required for the degree, and it may not be waived. Upon completion of the examination, determination of satisfactory or unsatisfactory performance will be made by the students' committee. Students whose performance on the examination is unsatisfactory may retake it on its next or a later regular administration date. No candidate will be permitted a third opportunity to pass the examination. Candidates who fail to successfully complete the comprehensive examinations will not be allowed to enroll in the internship.

Professional Associations

Membership and participation in professional associations is vital if one hopes to develop and maintain a strong professional identity. In addition, such memberships enable school psychologists to keep abreast of developments and trends in the profession. Therefore, students are strongly urged to join relevant professional associations. Virtually all professional organizations offer candidate membership at reduced fees. The tangible benefits of membership include subscriptions to the associations' professional journals and newsletters, reduced registration fees for conferences, and professional liability insurance. Representative associations in which students may participate are the National Association of School Psychologists, the American Psychological Association, Louisiana School Psychologists Association, Louisiana Psychological Association, or the American Association of Counseling and Development.

Continuing Professional Development

The NSU Specialist in School Psychology Program is designed to encourage applicants who are currently employed in the fields of education and psychology. It also offers the opportunity for continuing professional development to practicing school psychologists. To this end, the program offers numerous classes (with the exception of the externships) in the evening after normal working hours. In addition, the Department of Psychology and Counselor Education periodically offers professional workshops organized around special topics. These workshops, though not applicable toward any graduate degree, offer tangible educational benefits. In addition, the School Psychology Program offers a colloquium on topics of interest to students, practitioners and the public at large.

SPECIALIST IN SCHOOL PSYCHOLOGY CURRICULUM REQUIREMENTS

Graduate course work includes 60 academic hours plus 12 hours of internship as outlined below:

Year I

Abnormal Psychology	3
Introduction to Psychometrics	3
Adv. Statistical Analysis and Research	3
Psychology of Child and Adolescent Development	3
Problems and Issues in School Psychology	3
Theories of Learning	3
Theories of Counseling and Psychotherapy	3
Psychology of Personality	3
Psychology of Behavior Management	3
Practicum in Diagnostic Testing I	3

Year II

Basic Facilitative Skills	3
Practicum in Diagnostic Testing II	3
Instructional Consultation Strategies	3
Behavioral School Consultation Strategies	3
Advance Child Psychopathology	3
Analysis of Reading Difficulties or The Teaching of Reading: Developmental	3
Psychological Counseling Practicum I	3
School Psychology Externship I & II	6
Elective	3
Specialist Comprehensive Exams	0

Year III

School Psychology Internship I & II 12

SCHOOL PSYCHOLOGY TEACHING FACULTY

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Larry J. Stout, Ph.D.
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University of Southern Mississippi
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All school psychology teaching faculty are licensed by the Louisiana State Board of Examiners of Psychologists to practice psychology.

GRADUATE TEACHING FACULTY

Earl Folse, Ph.D.
University of Mississippi

Richard Mathis, Ed.D.
East Texas State University

Richard McKnight, Ph.D.
University of Mississippi

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