

Specialist in School Psychology

Louisiana State University in Shreveport

Student Handbook

FALL 2026

**Specialist in School Psychology Program
Department of Psychology
Louisiana State University in Shreveport
One University Place
Shreveport, Louisiana 71115**

INTRODUCTION

This handbook is designed to help you understand program requirements, plan your program of study, and monitor your progress through the program. This handbook presents the philosophy, goals, objectives, and assessment methods utilized by the program. It outlines course work, practicum and internship requirements, and describes the comprehensive exam. The information contained in this handbook supersedes more general information for graduate students contained in the [Louisiana State University in Shreveport Catalog](#). You need to be familiar with both documents while making program decisions. Every effort has been made to ensure that this handbook is current and accurate; however, this handbook is not a substitute for frequent, regular faculty advisement. You are strongly encouraged to make use of faculty guidance throughout your graduate career.

You should familiarize yourself with this handbook by reading it in its entirety no later than the second week of your first semester. After reading the handbook, please print, sign the affirmation sheet documenting that you have read and are familiar with this entire handbook, and give the signed affirmation to the Specialist in School Psychology (SSP) Program Director.

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CERTIFICATION OF HANDBOOK RECEIPT

I _____ hereby certify that I have received, fully read, and have completely reviewed all parts of the Specialist in School Psychology Program Handbook (this document). Please print this page, sign this sheet in the space below, and give it to the SSP Program Director within the first two weeks of your matriculation.

Student Signature

Date: _____

SSP Program Director

Date: _____

OVERVIEW AND TRAINING MODEL

Program Overview

This handbook is intended to provide you, a candidate in the Specialist in School Psychology Program at LSUS, with all information needed to work successfully toward your state (and national) certification as a school psychologist. The SSP program at LSUS is a three-year, 72-hour full-time course of academic study, practicum experiences, and internship leading to certification as a school psychologist. A typical degree plan is included as [Appendix A](#), and you should update your own copy of the degree plan at the end of each term. During the first year, candidates develop content knowledge and applied foundations. During the second year, candidates develop advanced content knowledge and apply skills in practicum settings. During this period, the program augments classroom training with closely supervised field experiences in which students engage in various elements of professional practice. The final year is spent in a full-time (1,200 hours) internship in an approved setting. During internship, both on-site and university-based supervisors closely monitor candidate performance as they continue to develop entry-level applied skills.

The Commission on Colleges of the Southern Association of Colleges and Schools ("SACS") accredits LSUS to award baccalaureate, master's, and doctoral degrees. The College of Education and Human Development is recognized by the Council on the Accreditation of Educator Preparation (CAEP), and the Specialist in School Psychology Program is fully approved by the National Association of School Psychologists (NASP). Upon graduation, you will meet requirements for certification as a school psychologist in Louisiana and qualify for the Nationally Certified School Psychologist (NCSP) credential.

Training Model

The Specialist in School Psychology Program at Louisiana State University Shreveport is organized to prepare entry-level school psychologists who demonstrate competency in all domains articulated in the Model of Comprehensive and Integrated School Psychological Services (NASP, 2020). American educators

face diverse and significant challenges meeting the academic and developmental needs of children. More and more, school psychologists are called upon to participate in developing solutions to meet these challenges. As a result, school psychology training is changing to accommodate a more proactive role for school psychologists.

The core foundation of our training is a **data-based problem solving model** (e.g. Tilly, 2008) applied across and within a **multi-tiered system of supports**, and from a **multidisciplinary framework** (NASP, 2020). Data-based decision making permeates all professional services, and our program emphasizes empirically-based accountability when approaching decisions related to problem identification, problem analysis, progress monitoring, and problem certification. Candidates receive training in academic and behavioral intervention and prevention efforts through our programmatic commitment to school-based applied behavior analysis (ABA) and positive behavioral interventions and supports (PBIS).

Technical tools and strategies are complemented by our commitment to the “soft skills” that make school psychologists uniquely qualified to serve an increasingly diverse society and enhance consultative practice. Our training model prepares practitioners to understand each child, family, and educator as an individual, and to account for the full range of factors that shape learning and behavior, including language, disability, family circumstance, prior educational opportunity, and community context. The program recruits broadly across Louisiana, with particular attention to rural and high-shortage regions where access to school psychological services is most limited, and places candidates in practicum and internship settings that span urban, suburban, and rural districts and the range of school contexts in which our graduates will practice. We seek a learning community in which every student and faculty member is evaluated on merit, treated fairly, and supported in reaching the program's standards.

Because no practitioner can be an expert in every background, the program teaches professional humility as a clinical skill: recognizing the limits of one's own experience, seeking information rather than assuming it, and listening carefully to the students, families, and colleagues whose circumstances differ from one's own. Competence is treated as something a practitioner builds for each individual case, not something that can be assumed from group membership.

Thus, professional accountability is achieved through the application of data-based problem solving toward the solution of academic and behavioral-mental health problems. Problem solving, at all tiers of service delivery, is effective only if you understand factors influencing students such as culture, context, and role differences. A final element of our training model is an emphasis on **indirect service delivery** (consultation and collaboration). Instruction and field experiences prepare you for evaluating group or class-wide interventions, designing prevention or crisis management plans, conducting research and program evaluation, and other activities related to strengthening school-wide service delivery for all children.

In the appropriate context, of course, school psychologists engage in more traditional, direct and individualized assessment for diagnostic purposes. Toward this goal, we include courses and field experiences that will strengthen your psychometric testing and interpretation skills. Indeed, graduates of our program are expected to be involved in multiple “tiers” of service delivery – strengthening school-wide instruction and behavioral supports for all children (Tier 1), providing targeted interventions to small groups (Tier 2), as well as designing, implementing, and monitoring the fidelity of intensive intervention to individual students (Tier 3).

Our training model is consistent with the idea that all children have a right to experience success, which includes proximal academic and behavioral goals as well as more distal markers of success in adulthood:

successful employment, fulfilling social relationships, and meaningful contributions to society. To this end, our focus on prevention and evidence-based intervention related to the psychoeducational, behavioral, and mental health needs of all children empowers LSUS SSP graduates to be effective problem-solvers in a dynamic educational climate. Though our faculty espouse diverse theoretical orientations, the LSUS SSP Program takes a decidedly empirical approach, which trains students in the use of observable, low-inference, and reliably measurable outcome variables to reduce potential bias and ensure the efficacy of their prevention and intervention efforts.

Domains of Training

Our training model features ten domains of competency for which a school psychologist should be prepared. These include the following:

1. Data-Based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family–School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

The articulation of these domains of training and practice within our 72-hour curriculum is provided in [Appendix B](#).

Program Goals

The mission of the SSP program within the LSUS College of Education and Human Development is cultivating responsible professionals who are committed to professional humility, critical thinking, and pedagogy.

Based on these domains, the School Psychology Training Committee has established the following training goals. At the completion of the Specialist in School Psychology degree, graduates must be able to:

- a. Define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
- b. Facilitate communication and collaboration among students, school personnel, community professionals, agencies, and families/schools.
- c. Assist in the development of achievable academic goals for students and provide teachers with appropriate methods of reaching those goals.

- d. Understand child development and psychopathology in order to implement interventions for children with a wide variety of behavioral needs and requiring varied levels of mental health supports.
- e. Understand the school as a system and work with individuals to assist in maintaining them as safe and caring places for the community.
- g. Work with school personnel, students, parents, and communities to assess threats to and implement appropriate crisis response.
- h. Understand and access family and community influences that affect children's wellness, learning, and achievement.
- i. Work with a variety of youth and stakeholders of differing abilities and with diverse ethnic, racial, experiential, and linguistic backgrounds.
- j. Have knowledge of current literature on various aspects of education and child development; be able to translate research into practice; and understand research design and statistics to evaluate measurable outcomes for students, educators, and families, as well as to enable investigations relevant to their own work.
- j. Meet all ethical, professional, and legal standards to enhance the quality of their services, and protect the rights of all parties.

SCHOOL PSYCHOLOGY TRAINING COMMITTEE

The School Psychology Training Committee (SPTC), under the direction of the SSP Program Director, is responsible for the development, guidance, and growth of the Specialist in School Psychology Training Program and each student enrolled in the program. This interdisciplinary committee, composed of core program faculty, department faculty, and community-based practitioners, serves both advisory and administrative functions. The Program Director and SPTC are charged by the Department of Psychology to formulate policy recommendations for departmental approval. This model has been selected to ensure that the vision, mission, and goals of the School Psychology Program reflect the overall vision, mission, and goals of the profession, the Department of Psychology, the College of Education and Human Development, and the University. Typical advisory duties of the Director and the Committee may include, but are not limited to: (a) student recruitment, (b) program development, including review and revision of curriculum, (c) review of student progress, and (d) administrative program policy. These duties also include deciding candidacy issues, advising students, conducting student evaluations, evaluating student progress or remediation, performing program evaluation, conducting program level due process hearings, and enforcing program administrative policy. The SPTC provides a forum for concerns of faculty and field supervisors regarding student performance and progress toward the fulfillment of requirements to become an effectively functioning entry-level school psychologist. Finally, the faculty members on the SPTC are committed to supporting on-going professional development for regional practitioners through collaborative planning and execution of training plans with regional educational leaders.

ADMISSION

Admissions is a two-part decision: Applicants must apply to the Office of Graduate Studies (<https://www.lsus.edu/graduate-admissions>) and to the Specialist in School Psychology Program

(<https://www.lsus.edu/academics/graduate-studies/specialist-in-school-psychology>). An applicant must be accepted by both the Office of Graduate Studies and the Specialist in School Psychology Program. Applicants must apply to the LSUS Office of Graduate Studies through the online process. This includes submission of all official transcripts from colleges/universities attended and immunization records. If the applicant elects to send GRE scores, official scores should be sent directly to LSUS Admissions (code 6355). At the same time, applicants apply directly to the SSP Program. Applicants should submit a personal letter of intent, resume/vita directly to the SSP Program, as well as request at least two letters of recommendation. Upon receipt of application, materials are reviewed by the School Psychology Training Committee to determine whether minimum admission requirements are met. The interview with faculty and current students focuses on the applicant's academic and career goals, as well as familiarity with the profession of school psychology. If an applicant is admitted by the Office of Graduate Studies and appears to meet criteria for program admission, they will be invited to interview with program faculty. Acceptance by Graduate Studies does not mean that you have been admitted into the SSP program or that you will receive an invitation to interview, only that you have been admitted to take graduate coursework. This is a holistic application process. Meeting criteria for consideration for admission to the program includes: 1) an undergraduate degree in psychology from an accredited institution or a BA/BS degree from an accredited institution with 12 or more hours of psychology coursework including behavioral sciences (psychology) statistics; 2) undergraduate or graduate GPA of at least 2.5 (on a 4.0 point scale). Submission of Verbal and Quantitative GRE scores is optional. Application Deadlines: March 1 is early Fall admission; June 30th is the final deadline set by LSUS Graduate Studies. Spots in the program are limited to a 12:1 ratio of students to faculty in accordance with NASP 2020 training standards. The SSP Program, however, begins reviewing applications and strives to complete admission decisions by April 15. Admission decisions are made by the SSP Program Training Committee on a competitive basis, and enrollment is limited. Priority is given to candidates who apply prior to the priority deadline.

Admission to Graduate Study

Graduates of colleges or universities accredited by the proper regional accrediting association may apply for admission to graduate study at LSU Shreveport. Admission criteria are described in the University Catalog. Admission to graduate studies does not automatically admit you into the SSP program. You must also process a program application and receive an admission decision from the SSP program. In general, only students formally admitted to the graduate program are eligible to enroll in SSP graduate courses. You may start your application to LSUS Graduate Studies at the following address: <https://apply.lsus.edu/>

Admission to Specialist in School Psychology Program

The School Psychology Training Committee will consider program applications from individuals admitted to graduate studies at LSUS and who meet the minimum SSP program admission requirements. The committee notifies the Dean of Graduate Studies of those students accepted into the SSP program. Application questions should be emailed to the program director at amber.harris@lsus.edu or sent through regular mail to:

Specialist in School Psychology Program Director
Department of Psychology

Louisiana State University in Shreveport
One University Place
Shreveport, Louisiana 71115

A complete application to the SSP program includes:

1. At least two letters of reference;
2. A resume or vita;
3. A personal interview;
4. A letter of intent expression career and professional goals
5. (Optional) Official documentation of GRE Verbal and Quantitative Scores

Upon acceptance to LSUS Graduate Studies, the School Psychology Training Committee will make admission decisions based on all materials, including a review of the applicant's transcripts to evaluate evidence that prerequisite foundations in Psychology are met. Applicants may apply up to 6 hours of transfer credit at the discretion of the School Psychology Training Committee. Missing materials will move consideration of the application to the next academic semester. In addition, the applicant's credentials should provide evidence of freedom from limitations that would compromise their success as a professional school psychologist. Admission decisions are made by the SPTC on a competitive basis.

CRIMINAL BACKGROUND CHECK: Applicants are not required to undergo and pay for a legal background investigation prior to being admitted into the program. However, a criminal background check is required prior to field experiences that begin during your first semester in the program.

Students who have completed graduate work at another institution must meet all stated minimum application requirements. Graduate students in other programs are permitted to apply up to 6 hours of transfer credit at the discretion of the School Psychology Training Committee. Admission to another area of graduate study at LSUS does not guarantee that a student may transfer into the SSP program, and such transfers will be evaluated using the same procedure as someone applying for the first time.

TIME LIMITS AND RESIDENCY REQUIREMENTS

The SSP degree requires a minimum of three years of full-time study beyond the baccalaureate degree. Generally, two years of that commitment are in full-time academic coursework and one year in a minimum 1200-hour program-approved internship experience. It is the University's policy that all work credited toward the degree must have begun no earlier than eight years prior to completion of the degree requirements. Extension of time limits may be granted only on conditions beyond the control of the student and after appeal to the program and the LSUS Graduate Council. A formal request outlining the conditions upon which the extension of time is made should be addressed to the Dean of Graduate Studies.

Although the University sets no minimum number of hours enrolled per term, aside from financial-aid requirements, the School Psychology Training Committee expects students to maintain full-time enrollment of 12 semester hours per regular semester and 6 hours during summer terms. All students are expected to affiliate with program faculty, other students, and the profession through service opportunities, memberships in associations, attendance at conferences, and research.

PROGRAM ADVISEMENT

The Director of the School Psychology Program serves as your program advisor to handle your actual course and semester advisement, create your advisement record, and release you for registration. The Program Director will ensure that you have the information needed to make informed decisions about your program of study and career matters. You must consult your advisor each term prior to registration and before making any adjustments to your program of study. Of course, our entire program faculty is interested in your progress and welfare, and you are encouraged to visit with any faculty member to discuss specific professional or personal issues.

ASSISTANTSHIPS

A limited number of full and part-time assistantships are available to students who are enrolled full-time in the Specialist in School Psychology Program. In exchange for working 20 hours per week, full-time assistantships receive full tuition remission on approved courses, as well as a stipend. In exchange for working 10 hours per week, part-time assistantships receive a maximum of 6 hours of tuition remission on approved courses, as well as a modified stipend. Applications for assistantships may be obtained through Career Services. The SSP Program Director will also share leads for positions as they become available, but LSUS Career Services should be considered the best resources for locating available positions. Assistantships are awarded per semester, and candidates interested in continuing their assistantship must submit a new application prior to each semester. Assistantships are renewed based on student performance and fulfillment of expectations. A graduate assistant must not assume that they will maintain their position from one semester to the next, or from Year One to Year Two in the program.

MENTORSHIP

A structured pairing between you and a mentor in the field, designed to give you a consistent source of support, guidance, and connection throughout the program – beyond your regular coursework and advising relationships. Past participants rated the program as valuable for professional development and connection. We have made it a standard part of the graduate experience so every student has access to that support.

During your first semester, we will host a kickoff event where you will meet your mentor and walk through a simple first-conversation guide together. Mentorship involves a flexible structure, not rigid rules. You and your match set your own meeting frequency and format. We will provide suggested topics and occasional check-in prompts, but no mandatory milestones. The commitment should be roughly 30–45 minutes every 2–4 weeks, though it's genuinely up to you and your mentor. You are expected to attend the kick-off event and make a good-faith effort to stay in touch with your match throughout the year. You will complete two brief surveys (start and end of the program) — this helps us keep improving the program and demonstrate its value. If your mentor is not a good fit, communication has stalled, or you have any concerns, reach out to the mentorship coordinator (mgerhold@lsus.edu). This is meant to be helpful, not stressful.

In addition to a field mentor, all first-year students are paired with a second-year student mentor to provide an additional layer of support. Again, there are no mandatory meeting requirements, but this gives each incoming student a peer they can relate to as they navigate the program. The program director will assign this mentor prior to the fall semester.

MODEL PROGRAM OF STUDY

SPECIALIST IN SCHOOL PSYCHOLOGY		
LSU Shreveport		
Total Hours: 72		
Year One		
<i>Fall</i>		
PSYC 710	Introduction to School Psychology	3 hrs
PSYC 716	Intermediate Statistics	3 hrs
PSYC 730	Single Case Designs in Behavior Analytic Settings	3 hrs
PSYC 755	Applied Behavior Analysis	3 hrs
<i>Spring</i>		
PSYC 711	Child and Adolescent Psychopathology	3 hrs
PSYC 718	Introduction to Methodology and Research Design	3 hrs
PSYC 751	Psychological Assessment and Practicum I	3 hrs
PSYC 756	Applied Behavior Analysis in Autism	3 hrs
<i>Summer</i>		
PSYC 712	Therapeutic Interventions of Children and Youth	3 hrs
PSYC 752	Psychological Assessment II	3 hrs
Year Two		
<i>Fall</i>		
COUN 732	Social and Cultural Foundations in Counseling	3 hrs
PSYC 706	Theories of Learning	3 hrs
PSYC 753	Psychological Assessment Practicum I	3 hrs
PSYC 760	Behavioral Assessment and Intervention	3 hrs
<i>Spring</i>		
PSYC 719	Physiological Psychology and Behavioral Neuroscience	3 hrs
PSYC 750	Psychoeducational Assessment	3 hrs
PSYC 754	Psychological Assessment Practicum II	3 hrs
PSYC 780	Consultation in Human Development Settings	3 hrs
<i>Summer</i>		
PSYC 691	Field Experience	3 hrs
PSYC 748	Ethics and Law for School Psychologists	3 hrs
Year Three		
<i>Fall</i>		
PSYC 788	Internship in School Psychology I	6 hrs
<i>Spring</i>		
PSYC 789	Internship in School Psychology II	6 hrs

Part-time Enrollment:

There are very few courses in the SSP curriculum that can be taken out of sequence, and part-time enrollment is restricted to (a) current SSP students who are repeating a course in which they previously earned a “C” or lower and (b) candidates who have transferred courses from a similar program.

Prerequisites:

Prerequisites for admission into the program are (a) a Psychology Degree from an accredited institution or (b) twelve hours of psychology courses, including psychological statistics. Courses that are remedial or taken to meet prerequisite requirements for the following curriculum do not receive credit in the program.

GRADE POLICY

The School Psychology Training Committee expects you to maintain a minimum of a 3.00 grade point average in graduate courses at all times. In graduate school, a grade of C is below an acceptable level of performance. Students are allowed no more than one grade of C in graduate classes. A second grade of C in graduate coursework requires remediation, which will consist of repeating the course and obtaining a grade of B or higher. A third grade of C in any graduate coursework, including courses that are retaken, will result in automatic dismissal from the program. Any grade of D or lower in graduate coursework will also result in dismissal from the program.

This policy is different for the assessment and professional practice courses: PSYC 751, 752, 753, 754, and 788/789. If you receive a grade of C in any of these courses, you will be required to repeat that course before moving on to the next course in the sequence. If you earn a grade of C in either of the internship courses (PSYC 788 or 789), you are required to retake the entire internship sequence. If a grade of C or lower is earned in an assessment and professional practice course that is retaken, you will be dismissed from the program.

Probationary Status. You will be placed on probation if you earn a C in any graduate level coursework. You may also be placed on probation at any time if the School Psychology Training Committee determines that your development of professional work characteristics does not meet expectations. Students placed on probation must obtain a 3.00 GPA during the next regular term (fall or spring) semester and meet expectations in all areas of professional work characteristics, as well any specific conditions and remediation specified in writing through a student improvement plan when you are placed on probation. The terms of probation will be reviewed by the SPTC at the beginning of every semester to evaluate whether adequate progress has been made or if probation will be continued. Failure to resolve the terms of probation will result in dismissal from the program.

STUDENT ATTENDANCE, PARTICIPATION, AND ABSENCES

Students are expected to attend **all** class meetings. Because the courses meet only once per week, a single absence represents a full week of instruction, and the material cannot be reconstructed through notes alone. Class sessions may include supervised practice, case rounds, group participation and discussion that cannot be replicated outside the classroom.

Absences. Students are allowed **one** absence during the semester without penalty. A **second** absence may result in a deduction from your total points (at the discretion of the course instructor) and you will be required to meet with the instructor upon returning to school following your absence. A **third** absence

will result in a referral to your program director for a required conference regarding your continuation in your program. *Three absences will result in a recommendation to withdraw from the course. Each absence may impact your participation grade in the course.*

Notification. Students must notify the instructor by email before the class meeting whenever possible, and no later than 24 hours after. Notification does not convert an absence into an excused absence. When a student misses a class, they have one week to request the opportunity for make-up assignments. The opportunity for make-up assignments are at the instructor's discretion and may result in a point deduction at the instructor's discretion.

Excused absences. Documented illness, family emergency, religious observance, military duty, and required professional obligations may be excused at the instructor's discretion with appropriate documentation. Students should request accommodation for religious observance or a known professional obligation at least two weeks in advance. An excused absence does not remove responsibility for missed content, and assignment due dates remain in effect unless an extension is granted in writing.

Make-up work. Students are responsible for obtaining missed content from classmates and course materials. Because in-class practice activities cannot be recreated, the instructor may assign an alternate activity for an **excused** absence, which must be completed within one week.

Punctuality and departure. Arriving more than 20 minutes late or leaving early will be recorded as a partial absence. *Two partial absences equal one absence.*

Clinical session attendance. It is important to note that we will have volunteers from the community participating in various clinical experiences. Lack of attendance during these clinical session weeks may impact our ability to serve these volunteer clients. Professionalism would include avoiding absences during scheduled clinical session dates if at all possible and communicating with your peers and instructor as soon as possible in the event of illness or emergency that would constitute an excused absence.

Professional dispositions. Attendance and punctuality are evaluated as professional dispositions. Patterns of absence or lateness may be documented in the program's dispositions review process independent of the course grade.

RESEARCH PROJECT REQUIREMENT

Purpose

As part of the graduate program, all students are required to complete a faculty-supervised research or scholarly project that culminates in a professional conference presentation during or before the internship year. This requirement is designed to develop students' abilities to critically evaluate research, apply evidence-based practices, contribute to the profession, and communicate scholarly work to professional audiences.

The project must reflect the level of independent inquiry, rigor, and dissemination expected of a graduate-level scholar-practitioner. It is not satisfied by work completed solely to meet the requirements of a single course, and it is distinct from professional development or clinical

practice activities that do not involve systematic inquiry, evaluation, or synthesis (see “What Does Not Qualify” below).

What Qualifies as a Research Project

To meet this requirement, a project must:

- Address a defined question, problem, or gap in the literature or practice through systematic inquiry, evaluation, or synthesis, rather than simply describing or summarizing existing knowledge for instructional purposes.
- Be developed and completed under the ongoing guidance of an approved research mentor across all phases: topic development, methodology, implementation or analysis, and dissemination.
- Extend beyond the scope and rigor required to earn credit in any single course. A project may originate from coursework (for example, a topic identified in Research Methods), but the completed product must reflect additional development, methodological rigor, and independent contribution beyond what the course itself required.
- Follow a clearly defined and consistently applied approach appropriate to the project type (for example, a defined search strategy, inclusion/exclusion criteria, and an organized synthesis for a literature review; a defined evaluation design and outcome measures for a program evaluation or quality improvement project; an appropriate design for an original study).
- Result in a product suitable for presentation to a professional, graduate-level, or scientific/practitioner audience.

What Does Not Qualify

The following do not, by themselves, satisfy the Research Project requirement:

- Course papers, assignments, or literature reviews completed solely to meet the requirements of a course, without independent extension, mentor-guided development, and dissemination beyond the classroom.
- Presentations delivered at undergraduate-only, course-based, or non-juried student symposia.
- Professional development activities, such as trainings, in-services, or workshops attended or delivered, or the creation of clinical or instructional materials, without an accompanying research, evaluation, or synthesis component.
- Committee, advocacy, or program-development work that does not involve systematic data collection, evaluation, or synthesis.
- Case studies or clinical presentations that describe practice without an evaluative or empirical component.

Students and mentors are encouraged to consult with the Program Director early in the process if there is uncertainty about whether a planned project meets these criteria.

Research Mentor

Each student must identify a faculty research mentor by the end of the second semester of the first year. The mentor will provide guidance regarding project development, implementation, analysis, and dissemination.

Research mentors may be:

- Program faculty members
- Approved faculty affiliated with the university
- Approved external collaborators working in partnership with program faculty

All mentors are subject to approval by the Program Director or designated faculty coordinator.

Research Project Development

Students will use the Research Methods course in Year 1, Semester 2 to develop the foundation for their research project. As part of the course, students will:

1. Identify a research topic of professional relevance.
2. Select and secure a research mentor.
3. Conduct a review of the relevant literature.
4. Develop a research question or project objective.
5. Prepare a project proposal and implementation plan.
6. Identify any required institutional approvals (e.g., IRB, site permissions, data use agreements).
7. Establish a timeline for project completion during the internship year.
8. Complete and submit their IRB.

Successful completion of the Research Methods course should result in a well-developed project proposal that is ready for implementation, and that meets the criteria described in “What Qualifies as a Research Project” above.

Examples of Acceptable Projects

Acceptable projects meet the criteria described above and may include:

- Original research studies
- Program evaluation projects with a defined evaluation design and outcome data
- Quality improvement initiatives with baseline and outcome measurement
- Evidence-based practice investigations
- Other scholarly projects approved in advance by the faculty mentor and Program Director as meeting the criteria above

Required Deliverable

Completion of the Research Project requirement is demonstrated through a presentation at a professional conference or juried graduate-level research forum. Meaning, a venue intended for practicing professionals, graduate students, or the scientific/practitioner community. Presentations at undergraduate-only conferences, in-class presentations, or other non-

professional venues do not satisfy this requirement. Approved conferences include NASP, APA, LSPA (or equivalent state school psychology conferences).

Students must present their work in a scholarly format, which may include:

- Poster presentation
- Platform presentation
- Symposium presentation
- Other conference dissemination format approved in advance by the research mentor

Students are encouraged to submit presentations to local, state, regional, or national professional conferences.

Satisfactory Completion

To successfully complete the Research Project requirement, students must:

1. Maintain active engagement with an approved research mentor.
2. Complete an approved scholarly project that meets the criteria described in “What Qualifies as a Research Project” above.
3. Submit documentation of project completion as required by the program.
4. Present the project at a qualifying professional conference during the internship year, or by a deadline established by the program.

Failure to complete the Research Project requirement may delay successful completion of program requirements and graduation eligibility.

COMPREHENSIVE EXAMINATION

You must pass a Comprehensive Examination prior to entering into Internship training. The comprehensive exam is scheduled during the spring term of Year Two. You will receive notification of the examination date, format, and learning objectives via your practicum course instructor. The Comprehensive Examination is a written exam that consists of multiple-choice questions covering academic, behavioral, and mental health practices across NASP Domains of Practice:

Data-Based Decision Making	Data-based problem identification Data-based problem analysis Data-based progress monitoring Data-based methods for assessing response to intervention Data-based strategies for actuarial or categorical classification
Research-based Academic Practices	Effective instruction Instructional hierarchy Academic interventions Integrated assessment of learning disabilities
Research-based Behavioral and Mental Health Practices	Primary, secondary, and tertiary preventative strategies Applied behavior analysis and intervention School-based intervention skills and techniques Integrated assessment of psychopathology

The exam is created by the three core faculty members in the Department of Psychology who taught the courses most closely associated with the domain. Exam questions assess (a) adequacy of the knowledge base, (b) familiarity and use of research findings, (c) order and logic of thinking and presentation, and (d) synthesis and integration of course material and ideas. Final decisions concerning successful completion of the exam are made by the School Psychology Training Committee based on the pass/fail recommendations of the instructors reading the responses to the questions. If a candidate does not pass one or more areas of the comprehensive exam, he or she will retake those area(s) upon re-examination, which is scheduled approximately two weeks following the first administration. The re-examination is an alternate form of the original examination and is scored in an identical manner. If a candidate does not pass all areas of the exam during the second administration, he or she will not be allowed to enroll in internship during the subsequent academic year.

Upon successful completion of the exam and all coursework prior to internship, students are eligible and must apply for provisional certification as a school psychologist in preparation for their internship in accordance with state guidelines for their internship placement.

PRAXIS II SCHOOL PSYCHOLOGY EXAM

No later than the spring semester of your internship year, you are required to take the PRAXIS School Psychologist Exam (5403). Information on exam content, scheduling, and registration is available at <http://www.ets.org>. A passing score of **155** is required for completion of the SSP degree at Louisiana State University Shreveport, and is also required for national certification. You will not graduate and receive your diploma until you have included an official record of passing the Praxis II to the PSYC 788/789 university supervisor.

FIELD EXPERIENCES: PRACTICA AND INTERNSHIP

Practica and internship experiences are designed to provide structured and supervised periods of professional growth during which domain knowledge is applied to practical situations to develop skilled entry-level school psychology practitioners. Practicum experiences begin with the first course (PSYC 710) and occur throughout the program. All field experiences occur in educational or clinic settings under appropriate university and field supervision. All students are advised of, and must strictly adhere to, APA/NASP legal and ethical practices before engaging in practicum activities for each course.

Liability Insurance

Prior to internship, candidates are encouraged to obtain professional liability insurance. Failure to do so may factor into hiring decisions by a prospective employer. Candidate insurance may be obtained through professional associations (e.g., National Association of School Psychologists) at a very reasonable cost. Application information may be obtained from www.nasponline.org.

Year One

PSYC 710 - Introduction to School Psychology

During this first year course, students complete a 20-hour observational practicum. This experience familiarizes students with the organization/environment of the schools, the roles of the personnel who work in or are associated with the schools, the problem-solving process, basic information gathering, and

a brief overview of the evaluation process. Students are also introduced to the diversity of student populations and shown how technology is utilized in school psychological practice. These experiences are integrated into the course material in PSYC 710 so that students get an overall perspective of the practice of school psychology.

Year Two

PSYC 753 – Psychological Assessment Practicum I

PSYC 753 is a closely supervised assessment and intervention experience that is conducted in a local school or in a clinic setting. For one academic case, students are required to administer curriculum-based assessment and a standardized treatment protocol. For one behavior/counseling case, students are required to administer functional assessments and a standardized treatment protocol. Both cases are evaluated in terms of fidelity and impact on target behaviors, using similar standards for scientific rigor set by our national organization. These cases may begin in the fall semester, but continue into the spring semester. In addition to case studies, students conduct a clinic-based psychoeducation evaluation and begin their school-based field assignments. In order to participate in PSYC 753, you must earn a B or higher in both PSYC 751 and PSYC 752.

PSYC 754 - Psychological Assessment Practicum II

PSYC 754 is a continuation of the first practicum. Activities are primarily in a school setting and supervised by a certified school psychologist or Licensed Specialist in School Psychology. Students perform a variety of tasks that afford opportunities to increase their readiness to work as entry-level school psychologists. Students engage in experiences that foster skilled performance of a) administrative and consultative activities, b) intervention and assessment tasks, c) application of technology, and d) written and oral communication with other professionals, parents, and others. Experiences include work with culturally diverse populations and individuals representing the range of educational exceptionalities.

Field supervisors, in concert with university trainers, carefully scaffold each student's experiences fostering skill development within a system of professional services. Students are permitted greater autonomy as they demonstrate proficiency and acquire a minimum of 300 practicum hours across the fall and spring semesters. In order to register for PSYC 754, you must earn a B or higher in PSYC 753.

Candidates are evaluated at the conclusion of the school-based practicum by both the instructor and the field supervisor(s). The PSYC 754 Practicum Supervisor Evaluation ([Appendix C](#)) includes competency items related to NASP (2010) domains that are addressed during practicum. A candidate must demonstrate entry-level skills in all domains (i.e., prepared to enter employment as an intern school psychologist) in order to proceed to internship.

PSYC 691 – Field Experience

The final field experience prior to internship is a service learning course that requires your entire cohort to engage in a service learning that (a) further develops consultation strategies, (b) provides an opportunity to team with others, and (c) fill in gaps in your assessment and intervention skills. Most likely, this will involve supervised clinic experiences that simulate school psychological services or applied research experiences.

Year Three

PSYC 788/789 - Internship

The internship is the culminating experience for the candidate for the Specialist in School Psychology degree. It is a 1200-hour, full-time training experience, at least 600 hours of which is completed in a public school setting, providing an opportunity to become a competent entry level school psychologist practitioner. All students must complete internship in an **approved** public school setting or a nationally accredited internship consortium. Approvals are obtained from the program director and School Psychology Training Committee and dependent upon the district's ability to provide adequate supervision experiences and organizational supports. During internship, students utilize the skills acquired during their classroom training and previous field experiences in a supervised period of professional development. Evidence of mastery is the demonstration of a high level of competence in areas that include, but are not limited to, individual assessment, individual and group counseling, consultation, behavioral and educational intervention, in-service training, and research. The internship experience typically includes both elementary and secondary levels, and service delivery across general and special education settings. More information regarding internship is available in the **LSUS SSP Internship Guidelines Handbook**.

Approved Internship Site Requirements

An intern is a trainee as well as a service provider. Internship requires a commitment by both the administration and the pupil appraisal staff of the employing school system. This commitment implies recognition of the unique status of interns and the obligation to provide you with a setting that supports the training process. All internship sites must be approved by the SPTC and program director. Requirements for an approved internship site include the following:

1. The internship site will ensure that students are afforded the opportunity to meet the prescribed 1200 hours of training. This requirement is documented in the internship agreement.
2. The internship site must provide sufficient exposure to a varied student population of general and special education students to guarantee the interns exposure to a wide variety of educational, psychological, and behavioral problems. In addition, the internship site must provide exposure to a culturally and socio-economically diverse student population.
3. The internship site must provide direct and personal supervision by a field supervisor. A minimum of two hours per 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 simultaneously and shall be given release time by their employer to conduct this supervision. It is the responsibility of both the intern and the supervisor to assure that the internship experience will be conducted in accordance with the ethical and legal standards of the profession.
4. The employing school system and the intern must enter into a written contractual agreement. Normally the length of the contract is one academic year, a minimum of nine months, and involves a minimum of 1200 "formal contractual" internship hours. Any continued employment of the individual by the system is at the discretion of both parties once the internship is completed.

5. The intern is expected to attend an annual conference of a professional school psychology association, usually the state or national association meeting, and to be given the opportunity to participate in other relevant professional development activities.
6. The intern must be reimbursed for travel and other related expenses consistent with system policies for school psychologists. The school system must insure that the intern has access to adequate office, clerical, and professional supplies, and to the equipment essential to work effectively as a school psychology intern.
7. The internship site must be approved by the SPTC.

Students apply directly to school systems for internship positions during the fall, spring, or summer of their second year, and it is the student's responsibility to interview only for internship positions that have been pre-approved by the SPTC. These internship positions may be in Louisiana or other states. The School Psychology Training Committee, the Director of the School Psychology program, and the Internship Supervisor will assist the student in locating sites. Under no circumstances should you initiate formal contact with a school district or prospective internship site without prior consultation and permission from the Internship Supervisor or program director.

A written internship plan is developed for each intern through the cooperative efforts of the intern and the field supervisor with input from the university supervisor. The plan includes (a) goals and objectives for the internship, (b) specific ways of accomplishing the goals and objectives, and (c) realistic methods of evaluating both the intern's progress, and the effectiveness of the plan. The internship plan is not considered a static document, but rather, a dynamic method of documenting ongoing experiences.

Internship Expectations and Evaluation

Internship is the culminating experience in our training program. Therefore, a separate *LSUS SSP Internship Guidelines* handbook is available and provides guidance and specific requirements for professional and ethical conduct, supervision, and standards for demonstrating competencies (e.g., specific assignments, accountability logs, Intern Evaluation form).

SSP PROGRAM PERFORMANCE-BASED ASSESSMENT PLAN

The School Psychology Training Committee has established multiple methods for periodic assessment of student learning and performance progress. The program emphasizes both formative and summative assessment. Our assessment plan is guided by the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2020) and NASP's Standards for graduate preparation of school psychologists (2020). The goal of the assessment plan is to help the School Psychology Training Committee select, train, and graduate professional school psychologists who possess both the knowledge and practical skills needed to work in a broad variety of school and education settings and to make programmatic adjustments if the data indicate a need for modification or change. Such periodic assessment also provides you with formative feedback on your work products, which will assist you in further refining your applied skills.

Student Assessment

Student assessment is a continuous process that begins with your application to the program and continues through your first years working in the profession. Formal student assessment occurs at five portals: 1) Program Entry, 2) Foundations Year I, 3) Practicum Year II, 4) Internship Year III, and 5) Program Completion. All students are required to maintain a personal portfolio, which contains evidence of their developing knowledge and skills.

Program Entry

The initial assessment of every student takes place upon program entry. At this time, the School Psychology Training Committee will review your application and make recommendations for admission. Documents considered in this review include your application, previous transcripts (course content and GPA), GRE Scores, recommendation letters, personal interviews, and the results of a background investigation. Admission is typically limited to the top 10 to 12 students meeting criterion in the current University Catalog and Specialist in School Psychology Program Handbook.

Foundations Year I

A first year summative assessment takes place at the end of your second semester in the program, after completing coursework in theoretical and conceptual foundations, including the most rigorous triad of courses in our program: applied behavior analysis (PSYC 755), research methods (PSYC 718), and tests/measurement (PSYC 751). Assessment is based upon your course grades and course embedded assessments such as exams, papers, presentations, and professional practice simulations. Academic performance will be evaluated in terms of your cumulative GPA in the program. Starting in the spring of your first year, the SPTC will formally evaluate your development of professional dispositions. [Appendix E](#) displays the program's evaluation form for monitoring your progress toward development of professional dispositions. From this point on, this same evaluation form will be used during every semester by university, clinic, and field personnel who supervise your applied experiences. At this critical juncture, written feedback will be provided to you in a letter from the program director that states that you may proceed into practicum field courses in the fall of the second year.

Practicum

During your second year, you will be engaged in field (clinic, school-based) experiences. During the fall, you will be engaged in at least two comprehensive assessment and intervention case studies utilizing the content knowledge gained in PSYC 760 and PSYC 706. This is a critical milestone in your early development of professional skills, and your adherence to a standard research protocol for data-based decision making will be used to evaluate your readiness for school-based placements in the spring. For this purpose, our program utilizes an abbreviated NASP/NCSP case study evaluation rubric. In your practicum courses, an effective case study is one in which at least 90% of these indicators are present ("developing" or "effective").

During spring, a third case study is assigned, but you are responsible for identifying a referral and developing an assessment and intervention plan. Assessment of other professional competencies such as traditional eligibility evaluations and the development of professional work characteristics are embedded in your practicum course expectations. Comprehensive content knowledge is evaluated late in your spring term, in the form of a Comprehensive Exam. During your practicum year you will begin assembling evidence of the breadth and depth of your professional competencies, including professional workshops/certifications, field-based casework, practicum

activity logs, practicum supervisor evaluations, and comprehensive exam outcomes. When you have satisfactorily completed all applied courses, demonstrated intermediate skills on assigned case studies, achieved satisfactory evaluations from field supervisors, and successfully passed comprehensive exams, you are then permitted to proceed with interviews to obtain an internship beginning the fall of your third year. A copy of your notification of successful completion of the comprehensive examination and a copy of your state-supplied provisional school psychologist certification are required in the folio before entry into internship experiences.

Internship

Assessment takes place throughout your 1200-hour internship experience during the third year. Your internship performance is evaluated, in part, through your field supervisor's ratings and comments on each domain of professional practice, your meeting expected deadlines for major internship requirements, as well as required comprehensive case studies. The university supervisor conducts monthly individual meetings (in-person or virtual) with each intern, as well as conducts once per semester (at minimum) meetings with each intern and field supervisor.

Program Completion

Research Project. During or prior to your internship experience, you will complete an approved research project under the guidance of a faculty supervisor. Completion of a student research project, in the form of a professional conference presentation, is required during your internship year.

Praxis Examination: Students must also complete and report passing scores on the Praxis II School Psychology Examination. Student scores on the Praxis II exam are included in your folio.

Portfolio Evaluation: A cumulative collection of evidence demonstrating your competencies will be reviewed by the School Psychology Training Committee once per year. Throughout your training, you will assemble evidence within each NASP domain that the competency area has been assessed (i.e., performance indicators you have developed or were used by supervisors), and attained (quantitative or qualitative evidence of competency). Your portfolio will include the "best" evidence of that you are competent in all domains of professional practice. The best evidence for each domain will change from semester to semester, so your professional portfolio will also change. For example, a certificate of completion for DIBELS training may be the best evidence of *Standard V 5.1 School-Wide Services* early in the program, but participation in administration and interpretation of a school's universal screening may be the best evidence by the end of your practicum year.

Program Assessment and Accountability

The School Psychology Training Committee is accountable for training outcomes, and strives to strengthen areas of our curriculum when aggregated data indicate a weakness. Universal program outcomes include accreditation status, enrollment, student retention, financial assistance, and performance on licensure exams. The National Association of School Psychologists provides the entire school psychology community with these data, which are updated every year and made available on the organization's website:

<https://apps.nasponline.org/standards-and-certification/graduate-education/index.aspx>

A more individualized review of our program is conducted at a more local level. Each year, the program examines the following critical student learning outcomes (SLO) and presents current levels of performance to the Department of Psychology, College of Education and Human Development, and the university's Graduate Directors.

Praxis Exam

The program requires a passing total score on the Praxis Exam. The average cohort total score and subscores are used to inform curriculum decisions related to content knowledge.

SSP Case Study Rubrics

Students are required to administer two comprehensive cases during the PSYC 753 and 754 practicum sequence. Upon completion of a final report, the practicum supervisor grades the problem-solving elements of each case using an abbreviated NASP/NCSP case study evaluation rubric. This adapted version is limited to a few objective indicators of an effective problem ID/analysis (items 1-4), progress monitoring (items 4-7), and actual outcomes (items 8-10). In our practicum courses, an effective case is one in which at least 90% of these indicators are present.

At the program level, we know that some cases will be particularly difficult, while others are easier. We expect, however, that the seven process components will be included regardless of the child's response to intervention. Therefore, our program objective is for at least 80% of the total cases during a particular practicum year to be effective.

Intern Competency Evaluations

Candidates on internship are required to achieve "competent" ratings in all NASP domains by the end of their third year. This corresponds to an average item rating of "3" by their field supervisor within each domain. Additionally, it is expected that the intern reaches "competent" in Professional Work Characteristics on this summative evaluation. In circumstances in which an intern does not achieve an average rating of 3.0 for a domain area, the university supervisor consults with the field supervisor to determine whether unexpected or unique circumstances in the district impacted the performance of the intern.

Graduate Exit Survey

Upon completion of intervention field requirements but prior to assigning final grades, all candidates are required to submit an anonymous Graduate Exit Survey that includes their rating of the program's preparation in seven areas of professional skill development. The scale also provides a section for written comments pertaining to the strengths and weaknesses of the training program. To ensure anonymity, these responses are emailed to the Department chair.

Impact on K-12 Outcomes

Across practica and internship, candidates are required to conduct at least six comprehensive assessment and intervention case studies. These are intended to highlight professional competencies, interests, and collaboration skills, and to reinforce the candidate's commitment to scientific based practices. Similar "accountability" tables have been published in the school psychology literature as a means for evaluating practica and internship programs, and our program evaluation plan uses the same standard to assess the range and diversity of field experiences, the strength of instruction and supports, and the general impact on K-12 learners. Toward this goal, one of the requirements upon completion of internship is to submit a School

Psychology Accountability Portfolio (See Appendix F). In this table, candidates provide qualitative information about each case study they have administered. Summary statistics are provided as evidence of positive (or negative) child or group outcomes. An effective case is one in which the magnitude of the achieved effect size (ES) or percentage of non-overlapping data (PND) is greater than the literature-based standard for effectiveness. An ineffective case is one in which no summary statistics are reported or if the values indicate an ineffective treatment.

An index of the program's impact on K-12 outcomes is calculated by multiplying the number of candidates in a cohort by the total number of required practicum and internship cases (N=6), and dividing by the number of effective cases. The program objective is for each cohort to demonstrate effectiveness for 90% of their cases.

The program's performance on these critical measures are formally presented each fall to the department, college, and university. In addition, a narrative section requires the program to identify student learning objectives that were not met, and report an action plan to address these weaknesses. Finally, the program provides a summary of actions taken during the past year to address previously identified areas of concern.

GRADUATION REQUIREMENTS

You must meet all the requirements of a graduate degree outlined in the issue of the University Catalog corresponding to your year of first matriculation. Any catalog in force during your residence at the University may be elected, provided the residence is continuous. If your residence is interrupted for one regular semester, you may not elect a catalog earlier than your point of re-entry.

In addition to the graduation requirements outlined in the LSUS University Catalog, you must: (1) successfully pass all required coursework, (2) pass your Comprehensive Exam, (3) pass the PRAXIS II Exam, (4) meet all stated program expectations, (5) be in "good standing" (resolve any probationary status), (6) demonstrate entry-level ratings by intern field supervisors during internship, and (7) achieve an overall "effective" evaluation of your portfolio before you will be nominated for graduation.

PROGRAM AND DEPARTMENT FACULTY

The School Psychology Program core faculty is comprised of three school psychologists, all terminally degreed, all dedicated to program and student development. Practicum and Internship field supervisors are all school psychologists and appropriately certified or licensed for the setting in which they work. A brief biographical sketch of each core SSP faculty is provided below.

Amber Harris, PhD, is an Assistant Professor and Program Director in the School Psychology Program. Dr. Amber Harris is a school psychologist, educator, and national leader in the field with more than 19 years of applied practice. Her professional experience spans direct service delivery, consultation, systems-level problem solving, and leadership across school and community settings, grounding her work in practical, real-world application. She serves on the National Association of School Psychologists (NASP) Board of Directors, and previously represented Louisiana as the NASP State Delegate. At the state level, she has provided extensive service to the Louisiana School Psychological Association (LSPA), serving as president in 2016, as well as several additional roles within LSPA, contributing to professional advocacy, training, and organizational leadership. Dr. Harris earned her Ph.D. in School Psychology from Texas Tech University. As a faculty member and director of the LSUS School Psychology Program, she is committed to preparing

future school psychologists and mental health professionals through practice-informed teaching, ethical leadership, and neurodiversity-affirming approaches.

Kevin Jones, PhD, is an Associate Professor in the School Psychology Program. Dr. Kevin Jones received his PhD in School Psychology from LSU Baton Rouge in 1996. Throughout graduate school and his internship experience at Girls and Boys Town, he engaged in applied behavior analysis research. More recently, his teaching and scholarship has focused on academic interventions. Dr. Jones has served as director of NASP-approved specialist-level programs at Miami University (2004-2008) and Louisiana State University Shreveport (2008-2026). Dr. Jones's research interests are functional behavior assessment and academic interventions.

Maximilian Gerhold, PhD, is an Assistant Professor in the School Psychology Program. He received his PhD in School and Health Service Psychology from Stephen F. Austin State University and his MSc in Psychology from King's College London. His research examines the neurobiological mechanisms underlying clinical disorders, with the goal of improving diagnostic accuracy and informing evidence-based assessment practices. His professional interests include promoting student well-being and advancing the delivery of effective psychological services in school settings.

PROFESSIONAL DEVELOPMENT

The School Psychology Training Committee encourages your participation in professional organizations. Applications for membership in relevant organizations can be obtained from their respective websites. Participation in professional organizations offers you opportunities to meet members of your new profession, learn about the broad variety of skills and services our profession offers, keep current with the latest news, develop professional skills, and attend an annual conference.

Louisiana School Psychological Association:

<http://www.lspaonline.org>

National Association of School Psychologists:

<https://www.nasponline.org/membership-and-community/join-nasp>

APPENDIX A

DEGREE PLAN

SPECIALIST IN SCHOOL PSYCHOLOGY LSU Shreveport		Total Hours: 72
<i>Year One</i>		
<i>Fall</i>		
Course Number & Title	Substitution/Semester/Grade	
PSYC 710	Introduction to School Psychology	
PSYC 716	Intermediate Statistics	
PSYC 730	Single Case Designs in Behavior Analytic Settings	
PSYC 755	Applied Behavior Analysis	
<i>Spring</i>		
PSYC 711	Child and Adolescent Psychopathology	
PSYC 718	Introduction to Methodology and Research Design	
PSYC 751	Psychological Assessment and Practicum I	
PSYC 756	Applied Behavior Analysis in Autism	
<i>Summer</i>		
PSYC 712	Therapeutic Interventions of Children and Youth	
PSYC 752	Psychological Assessment II	
<i>Year Two</i>		
<i>Fall</i>		
COUN 732	Social and Cultural Foundations in Counseling	
PSYC 706	Theories of Learning	
PSYC 753	Psychological Assessment Practicum I	
PSYC 760	Behavioral Assessment and Intervention	
<i>Spring</i>		
PSYC 719	Physiological Psychology and Behavioral Neuroscience	
PSYC 750	Psychoeducational Assessment	
PSYC 754	Psychological Assessment Practicum II	
PSYC 780	Consultation in Human Development Settings	
<i>Summer</i>		
PSYC 691	Field Experience	
PSYC 748	Ethics and Law for School Psychologists	
<i>Year Three</i>		
<i>Fall</i>		
PSYC 788	Internship in School Psychology I	
<i>Spring</i>		
PSYC 789	Internship in School Psychology II	

APPENDIX B

NASP DOMAIN ARTICULATION

		Data Based Decision Making	Consultation and Collaboration	Interventions and Instruction	Interventions and Mental Health	School-Wide Services	Prevention and Responsive Services	Family, School, and Community	Diversity	Research and Program Evaluation	Legal, Ethical, and Professional
PSYC 710	Introduction to School Psychology										
PSYC 716	Intermediate Statistics										
PSYC 730*	Single Case Designs in Behavior Analytic Settings										
PSYC 755	Applied Behavior Analysis										
PSYC 711	Child and Adolescent Psychopathology										
PSYC 718	Methodology and Research Design										
PSYC 751	Psychological Assessment and Practicum I										
PSYC 756	Applied Behavior Analysis in Autism										
PSYC 712	Therapeutic Interventions for Children and Youth										
PSYC 752	Psychological Assessment II										
COUN 732	Social-Cultural Foundations in Counseling										
PSYC 706	Principles and Theories of Learning										
PSYC 753	Psychological Assessment Practicum I										
PSYC 760	Behavioral Assessment and Intervention										

PSYC 719	Physiological Psychology and Behavioral Neuroscience										
PSYC 750	Psychoeducational Assessment										
PSYC 754	Psychological Assessment Practicum II										
PSYC 780	Consultation in Human Development Settings										
PSYC 691	Field Experience										
PSYC 748	Ethics and Law for School Psychologists										
PSYC 788	Internship in School Psychology I										
PSYC 789	Internship in School Psychology II										

APPENDIX C

Second Year Practicum Supervisor Evaluation Form

LOUISIANA STATE UNIVERSITY – SHREVEPORT
Department of Psychology
Specialist in School Psychology Program

Second Year Spring Practicum Evaluation

Practicum Student Name _____

University Supervisor Name _____

Competency Ranking Key:

1 – Basic Level: Absolute weakness

2 – Emerging Level: minimal competence and requires intensive teaching, mentoring, and supervision

3 – Entry Level: adequate competence for a school psychologist entering the field. Will be able to function, but will require effective mentoring and supervision

4 – Advanced Level: competency is established; will require minimal mentoring and infrequent supervision

5 – Independent Level: Absolute strength

ND - Data are insufficient to make a rating at this time.

I. Data Based Decision Making and Accountability:

I. Data Based Decision Making and Accountability:	Rating											
	Midterm						Final					
1. Uses appropriate data to identify the problem	1	2	3	4	5	ND	1	2	3	4	5	ND
2. Uses appropriate data to identify causes and solutions	1	2	3	4	5	ND	1	2	3	4	5	ND
3. Uses appropriate data to measure response to intervention	1	2	3	4	5	ND	1	2	3	4	5	ND
4. Uses appropriate data to determine eligibility	1	2	3	4	5	ND	1	2	3	4	5	ND
5. Knowledgeable about universal screenings and progress monitoring tools	1	2	3	4	5	ND	1	2	3	4	5	ND

II. Consultation and Collaboration

1. Ability to interact and establish rapport with children	1	2	3	4	5	ND	1	2	3	4	5	ND
2. Ability to effectively consult with teachers	1	2	3	4	5	ND	1	2	3	4	5	ND
3. Ability to effectively consult with parents	1	2	3	4	5	ND	1	2	3	4	5	ND
4. Effectively communicates with other professionals	1	2	3	4	5	ND	1	2	3	4	5	ND
5. Responds well teaching, feedback, and supervision	1	2	3	4	5	ND	1	2	3	4	5	ND

III. Interventions and Instructional Support to Develop Academic Skills

1. Is knowledgeable about reading concerns	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Is knowledgeable about effective instruction	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Has a range of ideas regarding academic interventions	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Is knowledgeable about SLD classification procedures	1 2 3 4 5 ND	1 2 3 4 5 ND

IV. Interventions and Mental Health Services to Develop Social and Life Skills

1. Is knowledgeable about behavior management	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Is knowledgeable about functional assessment	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Has a range of ideas regarding behavioral interventions	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Knowledgeable about BD classification procedures	1 2 3 4 5 ND	1 2 3 4 5 ND

V. Systems Level Services (School-wide, Targeted)

1. Commitment to effective disciplinary policies	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Promotes school-wide positive behavior supports	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Knowledgeable about multi-tiered models of service delivery	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Knowledgeable about crisis prevention and response	1 2 3 4 5 ND	1 2 3 4 5 ND

VI. Foundations of School Psychological Service Delivery

1. Embraces diversity and respects different cultures, values, and belief systems. Appropriately tailors services to the individual learning characteristics of child and family	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Understands the legal basis for educational practices	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Understands research and program evaluation methods	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Understands and adheres to professional ethical principles	1 2 3 4 5 ND	1 2 3 4 5 ND

Signatures: Please sign below to indicate that these ratings are, in fact, your own, and that you have provided this evaluation without bias. The university supervisor will share the results with the practicum student and highlight strengths and areas of weaknesses.

Practicum Supervisor Signature _____ Date ____/____/____

Practicum Student Signature _____ Date ____/____/____

APPENDIX D

Positive Impact Evaluation Case Study Rubric

PIE	NCSP	Minimal	Developing	Effective
1.1	1.1 1.2	☐ Family and child characteristics (age, grade, diversity, history) are not described.	☐ Family and child characteristics are described but not factored into decision making.	☐ Family and child characteristics are factored into collaborative and shared decision making.
1.2	1.3 2.2 2.3	☐ Problem is defined in terms of both current and desired levels of performance.	☐ Problem Identification Problem is defined in terms of current and desired levels of performance based on peer norms or local benchmarks.	☐ Problem is defined in terms of both current and desired levels of performance, including comparisons to literature-based benchmarks. ☐ An intervention goal is expressed in terms of level (summative data) and/or growth (formative trend).
1.3	3.1 3.2 3.3 3.4 3.5 4.1 4.2 4.4	☐ The problem is conceptualized as a skill deficit, performance deficit, or performance excess. A testable hypothesis regarding the impact of instructional or environmental factors informs the intervention design.	☐ Problem Analysis and Intervention Design Intervention design is based on a review of original, empirical research demonstrating efficacy for children who share the same behavioral or learning characteristics as target child(ren).	☐ There are data that quantify the functional relationship between the problem identified and the proposed intervention components.
1.4	4.3 4.6	☐ Treatment components are described in sufficient detail for replication.	☐ Treatment Integrity A treatment script or list of steps is provided and used during treatment sessions.	☐ Adequate level of treatment fidelity is reported.
2.1	2.4 4.5 5.1 5.2	☐ There is a graph displaying continuous data during baseline and treatment phases.	☐ Results There are at least three data points in both baseline and treatment phases.	☐ There are a sufficient number of data points to identify level and trend during both baseline and treatment phases.
2.2		☐ Scoring procedures are described in sufficient detail for replication.	☐ Reliability training was conducted.	☐ Adequate level of reliability is reported.
2.3	2.1	☐ Multiple measures of risk or diagnostic status were administered.	☐ Multiple measures of risk or diagnostic status were used to evaluate positive impact.	☐ Multiple measures of risk or diagnostic status indicate positive impact.
3.1	5.3 5.4	☐ Baseline data indicate a dual discrepancy (level and trend).	☐ During treatment, there is a visible change in level, trend, or variability in the desired direction.	☐ Effects of treatment were replicated, or there is evidence of post-treatment generalization or maintenance.
3.2	4.2	☐ Stakeholder GAS indicates <i>no</i> improvement (+0.0).	☐ Stakeholder GAS indicates <i>some</i> improvement (+1.0).	☐ Stakeholder GAS indicates <i>much</i> improvement (+2.0).
3.3	5.3	☐ PND indicates negligible (0%-49%) effects. OR ☐ ES indicates negligible (.00 – .66) effects.	☐ PND indicates moderate (50%-69%) effects. OR ☐ ES indicates an effective intervention (.67 – .99).	☐ PND indicates an effective intervention ($\pm 70\%$). OR ☐ ES indicates at least one (+1.0) SD improvement.

APPENDIX E

Professional Work Characteristics Evaluation

PROFESSIONAL WORK CHARACTERISTICS EVALUATION

SCHOOL PSYCHOLOGIST-IN-TRAINING: _____ DATE: _____
 RATER: _____ YEAR IN PROGRAM: 1ST 2ND 3RD

Please rate the student/intern on each item using the scale below based on level of training.

	1 Unacceptable Needs substantial improvement	2	3 Acceptable Appropriate level for student/intern	4	5 Target Area of strength	
Characteristic	Rating (circle one)					
Initiative – initiates activities when appropriate; does not wait to be asked or told to begin an anticipated task.	No	1	2	3	4	5
Dependability – can be counted on to follow through on a task; promptly arrives to classes/meetings; completes work in timely manner.	No	1	2	3	4	5
Time Management/Work Organization – organizes work and manages time effectively.	No	1	2	3	4	5
Problem-Solving/Critical Thinking – thinks critically; effectively analyzes problem situations; conceptualizes alternative approaches & solutions.	No	1	2	3	4	5
Respect for Human Diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation and other human differences; demonstrates sensitivity and skills needed to work with diverse populations; shows a commitment to child advocacy.	No	1	2	3	4	5
Oral Communication – expresses self orally in an organized and clear manner.	No	1	2	3	4	5
Written Communication – writes in an organized and clear manner.	No	1	2	3	4	5
Attending/Listening Skills – attends to important communications; listens attentively.	No	1	2	3	4	5
Effective Interpersonal Relations – relates effectively to peers, colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
Teamwork – works well with others; collaborates effectively with others on assignments/projects.	No	1	2	3	4	5
Adaptability/Flexibility – adapts to demands of a situation; is able to “think on feet”; is flexible to deal with changes & challenges; handles crises well.	No	1	2	3	4	5
Responsiveness to Faculty & Supervisors – responds to faculty and supervisor contacts in a respectful and timely manner; open and responsive to supervision & feedback from faculty and supervisors.	No	1	2	3	4	5
Self-Awareness – shows realistic awareness of personal strengths and weaknesses, and impact on professional functioning and relationships.	No	1	2	3	4	5
Professional Identity and Development – identifies with profession of school psychology; presents appropriate personal demeanor; concerned with own professional growth.	No	1	2	3	4	5
Independent Functioning – functions with minimal supervision or independently, when appropriate.	No	1	2	3	4	5
Data-Based Case Conceptualization – uses data to conceptualize cases, generates hypotheses and solutions, & evaluates outcomes.	No	1	2	3	4	5
Ethical Responsibility – adheres to standards of ethical conduct; values research and uses evidence-based practices.	No	1	2	3	4	5

This form was adapted from Winthrop University School Psychology Program's Professional Work Characteristics Appraisal form and has been adopted with permission.

APPENDIX F

Accountability Portfolio
LOUISIANA STATE UNIVERSITY SHREVEPORT
Specialist in School Psychology Program | LSUS Psychology Clinic

Accountability Portfolio
Candidate Performance and Impact Record

Candidate: Cohort: Date:

INTERVENTIONS AND IMPACT TRACKING

Target Student (de-identified code)	Grade	Demographic Factors	Target Outcome Measure	Intervention	GAS	ES	PND%
Mean							

GAS = Goal Attainment Scaling. ES = Effect Size. PND% = Percentage of Non-Overlapping Data.

CORE CLASS SEQUENCE – MINIMUM PERFORMANCE OF B OR BETTER

751	752	753	754	Pass to Internship

PSYCHOEDUCATIONAL CORE ASSESSMENT PERFORMANCE SCORE

WJA	WISC	WIAT	KABC	RIAS	DAYC	Total Score

PROFESSIONAL WORK CHARACTERISTICS AVERAGE RATING

Year 1 Fall	Year 1 Spring	Year 2 Fall Practicum	Year 2 Spring Practicum	Year 3 Fall Internship	Year 3 Spring Internship

COMPREHENSIVE EXAM

Comprehensive Exam Score (70% Minimum Passing Score)	Pass / Fail

NATIONAL PRAXIS EXAM

Praxis Exam Score (155 Minimum Passing Score)	Pass / Fail

RESEARCH PROJECT

Research Project Title	
Date and Location Presented	
Faculty Mentor	

VERIFICATION

The entries above have been reviewed against the candidate's supervision records, course-embedded assessments, and field evaluations.

Candidate signature

Date

Program Director signature

Date

APPENDIX G

Confidentiality Agreement

LOUISIANA STATE UNIVERSITY SHREVEPORT

Specialist in School Psychology Program | LSUS Psychology Clinic

Student Confidentiality Agreement

Access to and Handling of Confidential Client Information

ETHICAL BASIS

School psychology trainees are held to the same standards of privacy and confidentiality as credentialed practitioners. The following provisions of the NASP Principles for Professional Ethics (NASP, 2020) govern the commitments set out in this agreement.

- **Standard I.2.1 (Sensitive Information) and Standard I.2.2 (Boundaries of Confidentiality).** Practitioners minimize intrusions on privacy and make the limits of confidentiality clear at the outset of a professional relationship.
- **Standard I.2.3 (Consent for Disclosure of Information).** Information obtained in professional work is not released to third parties without consent from the parent or legal guardian of a minor, or from an adult student, except where withholding it would create danger to the student or others, or where the law requires release. Student assent is sought before disclosing confidences to third parties, including to parents, whenever that is feasible.
- **Standard I.2.4 (Need to Know).** Confidential information is discussed or released only for professional purposes, and only with those who have a legitimate need for it.
- **Standards I.2.5 and I.2.6.** Heightened protection applies to information about sexual orientation, gender identity and expression, and health.
- **Guiding Principle II.4 (Responsible School-Based Record Keeping) and Guiding Principle II.5 (Responsible Use of Materials).** These govern the security, content, retention, and disposal of records, and the protection of test materials and protocols.
- **Guiding Principle IV.2 (Respect for Law and the Relationships of Law and Ethics).** Practice must be consistent with FERPA, HIPAA, IDEA, and applicable Louisiana law.
- **Guiding Principle IV.4.** Supervisors are responsible for the professional practices of supervisees, and supervisees are correspondingly obligated to practice only within the scope authorized by their supervisor.

SCOPE

During the assessment and practicum course sequence, you will have access to confidential records and identifying information concerning children and families served through the LSUS Psychology Clinic and through school-based field placements, including cases served prior to your enrollment. By signing this agreement, you acknowledge and accept the obligations below.

ACKNOWLEDGMENTS

1. I will not disclose test results regarding a volunteer child, or any practicum, internship, or clinic case information, to any person outside the authorized supervisory and training structure. I will direct any request for information, including requests from parents, school personnel, attorneys, or the public, to my supervisor without responding substantively myself.
2. I will discuss case information only for legitimate professional purposes and only with persons who have a legitimate need to know, consistent with Standard I.2.4. I will not discuss cases in hallways, elevators, waiting areas, restaurants, vehicles, or any other setting where the conversation may be overheard.
3. I will not post, describe, or allude to any case, client, or client family on social media or in any other public forum, in any form, whether or not I believe the description is de-identified.
4. When case material is used for class discussion, case presentations, written assignments, portfolio artifacts, or supervision, I will remove all identifying information, including name, date of birth, school, and any detail that could reasonably permit identification.
5. I will keep all records containing private information in a secure and locked location while the case is in progress, and I will not remove original records or test protocols from the clinic or field site without express supervisor authorization.
6. I will store and transmit electronic case information only through methods approved by my supervisor and the program. I will not store client information on personal cloud accounts, personal email, unencrypted personal devices, or removable media, and I will not photograph or scan protocols or records except as expressly authorized.
7. I will protect the security of test materials, protocols, stimulus books, and manuals consistent with Guiding Principle II.5 and applicable copyright and publisher agreements. I will not copy, share, post, or otherwise distribute these materials.
8. If private information is shared with me for discrete training or supervision purposes, I will destroy or return those records as soon as the information is no longer needed for the training purpose, using the disposal method specified by my supervisor.
9. I understand that confidentiality has limits. If I receive information indicating that a student may be at risk of harm to self or others, or information triggering a mandatory reporting obligation under Louisiana law, I will notify my supervisor immediately and will not delay in order to consult further or to complete other tasks.
10. I will exercise heightened care with information regarding a student's sexual orientation, gender identity or expression, and health status, consistent with Standards I.2.5 and I.2.6, and I will consult my supervisor before any disclosure involving such information.
11. I will identify myself accurately as a graduate student in school psychology practicing under supervision, and I will not represent myself as a credentialed school psychologist.
12. I will report any known or suspected breach of confidentiality, including accidental disclosure, lost materials, or misdirected communications, to my supervisor immediately upon discovery.
13. I understand that these obligations continue after the course, the placement, and my enrollment in the program have ended.
14. I understand that violation of this agreement may result in removal from a field placement, program disciplinary action up to and including dismissal, and referral under applicable university, state, and professional ethics procedures.

REFERENCE

National Association of School Psychologists. (2020). *Principles for professional ethics*. In *The professional standards of the National Association of School Psychologists*.

SIGNATURES

I have read this agreement, I have had the opportunity to ask questions about it, and I agree to be bound by its terms.

Student name (print)

Student signature

Date

Faculty or supervisor signature

Date