

Exhibit Profile

I. Title #6.c.7 Graduate Advising Forms by Department

II. Standard(s) Supported

6.c Personnel

III. Unit Documentation

This document represents the graduate advising forms utilized by the different departments in the unit. It demonstrates that the unit has a well defined process for advising its graduate candidates from their initial entry through graduation.

IV. Source of Information

Department heads in the unit supplied the information for this exhibit.

V. Exhibit Content

This exhibit presents graduate advising forms used by the different departments in the unit for advising their graduate candidates.

UNIVERSITY OF LOUISIANA AT MONROE
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF CURRICULUM AND INSTRUCTION

RECORD OF STUDENT ADVISEMENT
(ALL BLANKS SHOULD BE COMPLETED)

Graduate

STUDENT'S NAME: _____		DATE: _____	Hrs. Pursued: _____
CWID: _____	Email: _____		GPA: _____
Phone#: Home: _____	Cell: _____	Catalog Yr: _____	
Advisor : _____			
Type of Degree: M.Ed. or MAT	Expected date of Graduation: _____		

Semester:

Course/#	Hours
Total Hrs: _____	
Advisor _____	Student _____

Semester:

Course/#	Hours
Total Hrs: _____	
Advisor _____	Student _____

Admitted to Graduate Program: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Provisional	<input type="checkbox"/> Conditional
<input type="checkbox"/> Regular	<input type="checkbox"/> Not Yet
_____ GRE on file	
_____ Degree plan on file	
_____ Committee letter on file	

**Advisor and Student must initial
for each term advised!**

Comments: _____

Student's Signature

Date

UNIVERSITY OF LOUISIANA AT MONROE
Graduate Studies and Research
Department of Educational Leadership and Counseling
Master of Education – School Counseling Degree Plan

Name _____ SID # _____
 Last First Middle/Maiden

Address _____ Telephone _____
 Street Address City, State Zip Home Work

E-Mail Address _____

Semester/Term of First Enrollment in ULM Graduate School _____

Undergraduate Preparation

Graduate Program

Major Area: _____
 Minor Area: _____
 Undergrad. deficiencies to be removed (list course & semester hrs):

Total Hours of Deficiencies: _____

List of Courses for Major	
COUN/EDFN 581.....3	3
COUN 501.....3	3
COUN 505.....3	3
COUN 510.....3	3
COUN 522.....3	3
COUN 560.....3	3
COUN 562.....3	3
COUN 565.....3	3
COUN 663.....3	3
COUN 667.....3	3
COUN 550.....3	3
Concentration/ related areas: (18 sem hr minimum)	COUN 564.....3 COUN 521.....3 COUN 650D.....3 COUN 566.....3 COUN 670.....6 in an appropriate setting
	Elective.....3

Credit to be Transferred to Graduate Program:

Course #	Hours	Institution	Semester/Qtr.	Year	Grade

Course #	Hours	Institution	Semester/Qtr.	Year	Grade	Total Hours: _____	54
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- Distribution:**
1. Registrar
 2. Dean of Graduate Studies and Research
 3. Student
 4. Major Professor
 5. Department Head/Academic Director
 6. Committee Member
(minor or related areas)

Approved:

Major Professor,	Date
Committee Member,	Date
Committee Member,	Date
Dean of Graduate Studies and Research	Date

The University of Louisiana at Monroe



SPECIALIST IN SCHOOL PSYCHOLOGY SSP DEGREE PROGRAM

The Psychology Department at the University of Louisiana at Monroe offers the Master of Science Degree in Psychology with an emphasis in School Psychology and the Specialist in School Psychology Degree. Although some states allow for practice within the field of School Psychology at the Master's level, most states and School Psychology programs require coursework that is equivalent to a Specialist degree. The specialist program has been developed in accordance with standards set forth by the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE).

PROGRAM GOAL:

The goal of the School Psychology program is to provide training for students interested in the application of Psychology within educational systems in order to provide conditions for optimal growth and development for all children. The School Psychology program will provide educational experiences relevant to a multicultural population and shall promote understanding of, respect for, and responsiveness to cultural diversity.

ROLES AND RESPONSIBILITIES:

Traditionally, roles of the school psychologist have been broadly defined as assessment, consultation, intervention, program evaluation, and research. The degree to which one is directly engaged in the conduct

of these roles depends to a large extent on the individual's work setting. Although there are a number of non school settings in which school psychologists provide service, the practice of school psychology has been most closely identified with school settings.

Within traditional school settings, a large percentage of the school psychologist's time is devoted to activities related to special education issues. In this context, assessment represents a major portion of the school psychologist's time. Assessment activity has generally encompassed both psychoeducational and psychological evaluations. Responsibilities within the assessment role have changed, particularly during the last 10 to 15 years, as a result of changes to federal and state laws (e.g., functional behavioral assessments and manifest determinations mandated under specified conditions).

Consultation and intervention represent other critical roles for many school psychologists. In the consultant role, school psychologists often work directly with school personnel and parents. Sharing information through conducting in-service presentations reflects an indirect, educational component of consultation. Intervention activities may take many forms ranging from the design of programs that others implement to direct interaction with students. With regard to the latter, direct intervention may cover a wide range of activities including academic remediation, counseling, and crisis intervention.

Research and program evaluation are less likely to be integral roles for the school psychologist practicing in elementary and secondary schools. Research, in particular, is more commonly associated with professional responsibilities of those working in the university and less traditional (non school) settings. Within recent years, the number of non school settings in which school psychologists provide service has expanded (e.g., hospital, mental health facilities, and juvenile facilities). Additionally, opportunities exist for innovative school psychologists practicing in schools to expand and redefine their roles.

PROGRAM ADMISSION:

To gain full admission to the Specialist program, a student must meet general graduate school requirements as well as two of the three following criteria: minimum cumulative undergraduate GPA of 3.0 (3.25 for previous graduate work); combined GRE score of 900 for Verbal and Quantitative sections; total of 2000 points based on the formula - 400 times the cumulative GPA plus the combined Verbal/Quantitative GRE results. A majority of undergraduate prerequisite courses also must be completed prior to entry into the program. Graduate assistantships are available to qualified students. Assistantships include tuition waivers for the completion of campus-based courses and provide monthly stipends in exchange for professionally relevant work and research activities within the psychology department. The psychology department promotes diversity in all components of its programs, including admissions.

CURRICULUM REQUIREMENTS:

Although specific courses and sequences of courses are required, the general emphasis is on training for competence. Courses are organized such that competence in a particular area is required prior to the student's progression to the next level of study. For example, assessment competence must be established prior to a student's progression to the field-based practicum experiences. Students are advised to follow the School Psychology Model Program which depicts this emphasis and progression.

The current program formally requires 72 graduate hours for completion of the specialist degree (i.e., 36 hours for the Master of Science Degree and 36 hours for the Specialist in School Psychology Degree). Students are encouraged to take additional courses deemed highly relevant to their professional development. Typically, students complete the entire Specialist program within 3 years. On average, 4 students graduate with the Specialist in School Psychology Degree each year. A model for fall entry into the program that depicts a timely schedule for program completion follows.

School Psychology Model Program

Prerequisite courses: Psychology 315 (Experimental); 403 (Exceptional Children and Youth); 406 (Theories of Personality); 439 (Statistics); and 451 (Tests and Measurements). Ideally, these courses should be taken prior to entry into the program. Courses may, however be interspersed with master's coursework. All undergraduate prerequisites must be met prior to awarding of the master's degree.

FALL SEMESTER

SPRING SEMESTER

First Academic Year

Psy 515 (Psychopathology)
 Psy 522 (Quantitative Methods)
 Psy 509 (Intelligence Testing)
 Psy 534 (Theories of Learning)
 Psy 588A (Hist./Legal/Proced.)

Second Academic Year

Psy 582 (Psychoed. Diag. & Interv.)
 Psy 591 (Practicum: Intervention)
 Psy 599 (Thesis)
 EDAS 514 (School Law)
 COUN 510 (Methods of Coun
 (Master's Comps)

Graduation with Master's Degree
 Take National Certification Examination

Third Academic Year

Psy 592 (Internship)
 (Specialist Comps)

Graduation with Specialist Degree

*Students who do not have prior graduate course credit in counseling are required to take COUN 510 and another higher-level counseling course as their education electives.

An alternate plan for Spring entry into the program is available. Spring entry, however, often results in extension of the expected length of study necessary for program completion. Some courses are offered only during the Spring or the Fall semester and are part of a required sequence. Students who do not follow the model program should consult their graduate catalog

and/or adviser to ensure that these courses are taken in proper sequence. Failure to do so may result in lengthy delays in program completion. A few of the required courses are offered during summer sessions. Students entering the program at the post master's level and those seeking retraining in the field of school psychology will have degree plans individually developed based on previous training and experience.

Students in the School Psychology program complete three levels of field-based activities; field experience, practicum, and internship. Field experience and practicum typically occur while a student is completing campus-based coursework. The internship represents the culminating activity for most students, typically occurring subsequent to the master's degree and after completion of other specialist-level coursework.

Internship sites are not restricted to the state of Louisiana. Students are provided with university supervision through assignment to a course instructor as well as site supervision provided by appropriately trained field-based practitioners. Students are required to provide the university supervisor with a record of activities that they engage in during their field placement, and site supervisors complete evaluations of student progress/performance to assist with course instruction and grade assignment.

Students in the program must successfully pass comprehensive examinations at both the master's and specialist levels. The master's comprehensive examination is a 2-day process and covers each course that the student has taken toward completion of the program. Comprehensive examinations for specialist level students are completed within 1 day of testing and assess professional issues related to the field rather than any particular course. Students typically complete this examination on the ULM campus. Students also must present results of the school psychology portion of the Praxis examination prior to graduation. Students who successfully pass the Praxis prior to the scheduled date for the specialist comprehensive examinations will be exempted from taking the specialist comprehensive examination.

PROGRAM FACULTY:

The School Psychology Program maintains three full-time faculty members. Several required courses are taught by other faculty members within the department as well as by local school psychology practitioners.

Faculty is actively engaged in the conduct of research and demonstrates a strong commitment to involving students in the research process. Involvement spans the scope of activities essential to preparation for independent research activity and includes opportunities to participate in presentations at local, state, regional, and national conferences. Collectively, faculty research reflect a broad array of interests relevant to the field of school psychology including psychological testing, psychopathology, individual differences, issues of culture and diversity, motivation, achievement, career choices, teen pregnancy, adaptive behavior, and treatment interventions, with the latter related to both academic and behavioral issues.

FOR MORE INFORMATION:

Students who desire additional information regarding the Specialist in School Psychology Program at ULM may visit our web page at

www.ulm.edu/cehd/psychology/graduateprogram.html

or contact one of the following members of the school psychology faculty at 314 Strauss Hall, ULM, Monroe, LA 71209.

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