

# Chapter 19 - Graduate Programs

## College of Education

### Administration

Dean

Jo Ann Dauzat

Associate Dean, Graduate Studies, Research, & Development

Cathy Stockton

Associate Dean, Undergraduate Studies & Director, Clinical & Field Experiences

Connie LaBorde

Curriculum, Instruction, & Leadership

David E. Gullatt, Head

Health & Exercise Sciences

James Heimdal, Head

Psychology & Behavioral Sciences

Tony Young, Head

A.E. Phillips Laboratory School

Carynn Wiggins, Director

### Address

More information about the College of Education can be obtained by writing to

Louisiana Tech University

College of Education

P.O. Box 3163

Ruston, Louisiana 71272

(318) 257-3712

and by visiting the College's web site at:

<http://www.latech.edu/education>

### Graduate Degrees Offered

#### Master of Arts

Counseling and Guidance

(with concentrations in School Counseling and General Counseling)

Educational Psychology

(with concentrations in Educational Diagnostician\*, Educational Psychology, Mild/Moderate\*, Gifted/Talented\*, Orientation and Mobility, Psychoeducational Research and Evaluation, and Industrial/Organizational Psychology)

#### Master of Arts in Teaching

Early Childhood (PK-3)

Elementary Education (1-6)

Middle School Education (4-8) Mathematics

Middle School Education (4-8) Science

Secondary Education (7-12)

Mild/Moderate Special Education (1-12)

#### Master of Education

Art Education

Health and Physical Education

Music Education

Teaching Blind Students

#### Master of Science

Curriculum and Instruction\*

Health and Exercise Science (with concentrations in Exercise Science,

Adapted Physical Education\*, and Teacher Preparation\*)

#### Doctor of Education

Curriculum and Instruction\*

Educational Leadership\*

#### Doctor of Philosophy

Counseling Psychology

\* Requires teacher certification as prerequisite for admission.

### Mission

The mission of the College of Education is three-fold

- to provide high quality educational experiences for current and prospective professionals from baccalaureate through doctoral levels;
- to enhance and extend the knowledge bases undergirding professional programs through research and other scholarly activities;
- to deliver professional services to the various business, civic, and educational communities through collaborative endeavors.

The mission is fostered through the following goals of the College of Education

- To recruit, admit, and graduate quality candidates and students who exemplify the capacity and commitment to become effective public educators, school counselors, psychologists, and health promotion specialists in diverse settings throughout Louisiana and elsewhere;
- To provide education and human sciences students with quality programs of study and diverse practical experiences that prepare them to be wholly proficient in the knowledge, skills, and dispositions of their chosen areas of concentration and which are linked to competencies identified by recognized professional organizations;
- To support continuous personal and professional development opportunities for all candidates, students, and instructors;
- To recruit and retain a diverse student body;
- To recruit and retain diverse faculty who demonstrate high levels of competencies in the College's programs of study and who are committed to the College's vision, mission, philosophical approaches, and professional model;
- To continue to collaborate closely with personnel in the other colleges at Louisiana Tech University as well as at other university campuses, state agencies, professional organizations, school and health systems, and the community-at-large who are involved in the preparation of teacher candidates and other program students;
- To continually refine curricula and instructional procedures ensuring that research, theory, and professional practice optimally inform all programs;
- To enable faculty and program graduates to serve as positive change agents through the implementation of innovative ideas, strategies, research, and technology;
- To generate original, quality research by faculty, candidates, and students consistent with the College programs and goals;
- To maintain a physical and psychological environment that is conducive to optimal student and faculty growth and development;
- To maintain positive interaction with alumni, corporate sector, public institutions, and other valued members of the College's external community.

## Accreditation

The College of Education is a member of the American Association of Colleges for Teacher Education and of the American Association of Business Teachers. Degree programs offered by the College of Education at the undergraduate and graduate levels are accredited by the National Council for the Accreditation of Teacher Education. The PhD Counseling Psychology program is accredited by the American Psychological Association (APA). The address for APA is 750 First St., NE, Washington, DC 20002.

## Division of Graduate Studies

The Division of Graduate Studies is administered by the Associate Dean, Education Graduate Committee, Graduate Faculty, Department Heads, and the Dean of the College. The purpose of the Graduate Studies Division is to encourage excellence in teaching, research, and service by the College of Education faculty and to administer all graduate programs offered by the College of Education.

The Education Graduate Committee consists of three Graduate Faculty appointed by the Dean of the College from the departments of Curriculum, Instruction, and Leadership; Psychology and Behavioral Sciences; Health and Exercise Sciences; and one graduate student. Actions of the Education Graduate Committee are subject to approval of the Dean of the College and, when appropriate, the Teacher Education Council, the University Graduate Council, and the Dean of the Graduate School.

The Associate Dean administers the graduate programs in accordance with approved procedures. The Education Graduate Committee, chaired by the Associate Dean, establishes and reviews admission/retention policies, acts on new program or course proposals, and reviews appeals for readmission.

A Review Committee, consisting of all graduate faculty, examines the credentials of graduate faculty applicants for evidence of continued scholarly productivity according to published criteria. Recommendations for membership on the graduate faculty are then made to the Dean of the College of Education and the Dean of the Graduate School.

Graduate students in the College of Education, along with graduate students in the other academic colleges, are eligible to compete for University Graduate Assistantship positions. Inquiries concerning these assistantships should be directed to the college Office of Graduate Studies.

## Master's Degree Programs

### Admission Requirements: General

In addition to the general admission requirements of the Graduate School, a student seeking a Master of Science degree in any of the teaching areas must hold a teaching certificate for the area. In addition, students seeking the Master of Arts in Educational Psychology may also be required to hold a teaching certificate. Students desiring to enter a master's program in the College of Education should submit a Graduate Record Examination (GRE-General) score *before or at the time of application*. For conditional admission, students must have a Grade Point Average (GPA) of 2.25 on all hours pursued or 2.50 on the last 60 hours (excluding the MAT candidates). For unconditional admission, students must have a GPA of 2.50 on all hours pursued or 2.75 on the last 60 hours.

Following review of the undergraduate GPA, an admissions formula is calculated. The formula is  $GPA \times 200$  plus GRE V plus Q. Conditional admission is granted to those who have 1200 points while unconditional admission is granted to those

with 1300 points or more. Conditional status is removed upon earning a GPA of 3.0 on nine graduate credits.

New students who have not taken the GRE will be admitted to Graduate School "on condition" if their grade point averages are satisfactory. They *must* submit acceptable GRE scores during their first quarter of enrollment or be dropped from graduate status.

*A maximum of 9 semester hours* earned at Louisiana Tech in a non-degree status and prior to admission to the Master's degree program may be included in the 33-48 semester hours of required work.

### MAT/MED

Students entering the MAT and MEd degree programs must have a minimum cumulative UGPA of a 2.50 and present evidence of satisfactory completion of the PRAXIS I Reading, Writing, Mathematics and Specialty Content Exams. MAT and MEd applicants must present original score sheets of certifying scores on PRAXIS I and the content specialty exam for program admission. Certifying scores on the PRAXIS PLT must be documented prior to enrollment in internship.

### MA Counseling & Guidance

Applicants must submit three letters of reference, GRE scores, and transcripts for admission consideration.

### Programs

Please note that graduate credit cannot be awarded for any 300-level courses and only certain 400-level courses are approved to receive graduate credit.

*A comprehensive examination must be passed during the last quarter of enrollment in the program.*

## Department of Curriculum, Instruction, & Leadership

*The College of Education is currently redesigning all programs for Masters for Teachers and Educational Leadership. For further information on education degree programs offered by Louisiana Tech University, contact the specific departments for information. New curricula will be published in the 2004-2005 Catalog.*

## Master of Science in Curriculum & Instruction (MS)

The candidate seeking a Master of Science degree in Curriculum and Instruction will be required to earn a minimum of 36 semester hours, which may include 6 hours credit for a thesis. *An approved plan of study must be submitted during the first quarter of enrollment.*

To complete the 36-hour program, students choose a cognate of 15 hours (12-hour concentration from a designated area plus a three-hour elective) which may lead to an additional area of certification. Candidates may choose from the areas of adult education, early childhood, technology, reading, middle grades, special education, fifteen hours in a subject area, elementary or secondary principalship, and/or supervisor of instruction. Additional information regarding the cognate areas may be obtained from the Head of Curriculum, Instruction, and Leadership or from the Director of Graduate Studies.

### MAT

Students complete a 39 semester hour program in Early Childhood (PK-3), Elementary Education (1-6), Middle Grades Mathematics (4-8), Middle Grades Science (4-8), and Secondary Education (7-12) with concentrations in Agriculture Education, Business Education, Foreign Language Education, General Science/ Biology Education, General Science/Chemistry Education, General Science/Earth Science,

General Science/ Physics Education, Mathematics Education, Social Studies Education, or Speech Education. Students pursuing a degree with a concentration in Mild/Moderate complete a 36 hour program.

#### **MEd**

Students pursuing a Master of Education in Art, Health and Physical Education, and Music complete a 39 semester hour program. Students pursuing a Master of Education in Teaching Blind Students complete a 48 semester hour program.

#### **All**

Advisors assist candidates in developing a Plan of Study during the first quarter of enrollment. *A maximum of 9 semester hours* may be transferred toward this degree with the approval of the advisor, department head, and college Director of Graduate Studies. No deviation can be made from the Plan of Study without prior permission of the advisor.

### **Department of Health & Exercise Sciences**

#### **Master of Science in Health & Exercise Science (MS)**

The candidate seeking a Master of Science degree in Health and Exercise Science will be required to earn 36 semester hours, which may include 6 semester hours for a thesis. The program in Health and Exercise Science offers opportunities for various career interests providing with concentration areas in teacher preparation, adapted physical education, and exercise science.

The teacher preparation and adapted physical education concentration areas require a valid teaching certificate in physical education issued by the Louisiana State Department of Education or its equivalent. The exercise science concentration does not require teacher certification for admission to the program.

**Teacher Preparation Concentration:** The teacher preparation concentration is designed for individuals interested in teaching physical education at the elementary and/or secondary level. The teacher preparation concentration requires 18 hours in health and exercise science classes, 6 hours of health and exercise science electives, 6 required hours in professional education, and 6 elective hours in education.

**Adapted Physical Education Concentration:** The adapted physical education concentration is provided for individuals interested in teaching adapted physical education in a school setting. Twenty-one hours are required in health and exercise science, 6 hours are required in professional education, and 9 elective hours may be chosen from related areas within the University. Upon completion of the degree with an Adapted concentration, the candidate will be certified to teach adapted physical education in Louisiana.

**Exercise Science Concentration:** The exercise science concentration is available for individuals interested in exercise physiology. Eighteen hours of health and exercise science classes are required with 6 elective hours in health and exercise science, 3 required hours in professional education, and 9 elective hours from related fields from any college within the University.

### **Department of Psychology & Behavioral Sciences**

#### **Master of Arts in Counseling & Guidance (MA)**

The counseling and guidance MA program is designed to prepare counselors for counseling and human service positions in educational institutions and other agencies. The program provides enrollees with basic preparation in counseling and psychology with various elective options offered to prepare counselors for particular institutional settings, e.g., educational, mental health, and community service agencies.

The school counseling concentration requires 33 semester hours of study including a practicum in a school setting. The

general counseling concentration requires completion of a 48 semester hour curriculum (including a practicum and two internship courses.) The school counseling concentration is available on both the main campus and the Barksdale AFB campus. The general counseling concentration is offered on the main campus only. The general counseling concentration prepares students for Licensed Professional Counseling roles, the school counseling concentration for certified school counselor roles. Students should consult their advisors for current degree requirements.

Failure to maintain an overall grade point average of 3.0, or receipt of any grade lower than C, or the receipt of more than 3 semester hours of C in graduate course work, will result in being dropped from the counseling and guidance program.

#### **Master of Arts in Educational Psychology (MA)**

The Department of Psychology and Behavioral Sciences offers the MA degree in Educational Psychology with six areas of concentration available. Some of the concentrations require a valid teaching certificate.

#### **Master of Arts in Industrial/Organizational Psychology (MA)**

Persons trained in Industrial/Organizational Psychology frequently find employment in private and public organizations, consulting firms, and government.

The candidate seeking a Master of Arts degree with a major in Industrial/Organizational Psychology must complete a prescribed course of study (see advisor for current degree requirements). Up to 9 semester hours may be taken in management (to be selected from Management 419, 447, 470, 472, 478, 537, 547, 571, or Economics 418). This program requires at least 18 hours credit from academic and/or professional courses designed exclusively for graduate credit.

### **Program Completion Requirements: Program Specific**

#### **All College of Education Programs**

- Completion of all coursework on Plan of Study with minimum GPA of 3.0.
- Application for Graduation posted by University deadline.
- Satisfactory performance on a Comprehensive Examination during the final quarter.

#### **MA Counseling & Guidance**

- Counseling & Guidance students are required to complete all coursework with minimum GPA of 3.0 and no more than 1 grade of C.

#### **MAT/MEd**

- MAT/MEd students are required to satisfactorily complete a scholarly research paper (APA format) guided and approved by the advisor and Director of Graduate Studies at least four weeks prior to graduation, satisfactorily complete a professional portfolio during the final internship quarter, and satisfactorily complete all Louisiana state certification requirements.
- Satisfactory Completion of professional portfolio during final internship quarter.
- Satisfactory completion of all Louisiana certification requirements.

# Doctoral Degree Programs

## Louisiana Education Consortium The Doctor of Education Degree (EdD)

The Doctor of Education degree in Curriculum and Instruction or Educational Leadership is offered through the cooperative efforts of Grambling State University, Louisiana Tech University, and University of Louisiana at Monroe and is coordinated through the Louisiana Education Consortium Governing Board. All consortium institutions offer foundation courses and other graduate courses required in the EdD program in Curriculum and Instruction or Educational Leadership based upon faculty expertise and other institutional resources. The Doctor of Education degree in Curriculum and Instruction and in Educational Leadership is awarded by the institution to which the student has been admitted for doctoral study with course work being completed on all three campuses in order to provide diverse academic experiences. A unique strength of the Louisiana Education Consortium is that the three institutions strategically pool faculty, equipment, technology, and other resources.

The programs are designed for K-12 personnel, including teachers and administrators. The primary goal of the doctoral programs is the preparation of practitioner-scholars for roles in elementary, middle, and secondary school settings.

### Admission Requirements for the Doctor of Education Degree

Student admission in conditional status to the Doctoral program is based upon the following criteria:

- Applicants must hold a master's degree from a regionally accredited institution in an area related to their proposed program of study.
- Applicants must have a minimum cumulative undergraduate grade point average of at least 2.75 and a minimum cumulative graduate grade point average of at least 3.25.
- Applicants must have completed the Graduate Record Examination (GRE) with a minimum score of 1000 (Verbal and Quantitative) or 1500 (Verbal, Quantitative and Analytical). Applicants must achieve a minimum score of 3.5 on the revised Analytical component of GRE. Miller's Analogies Test (MAT) may be used as an alternative to the GRE. A MAT score of 48 will be required for full admission status.
- Applicants must have teaching and or administrative experience in a kindergarten, elementary, middle, or secondary school or similar educational setting. A valid teaching certificate is required.
- Applicants must submit three letters of recommendation from individuals who are familiar with their character, teaching/administrative performance and ability to perform academically on the doctoral level.
- Applicants should complete their admission portfolios by inclusion of a personal resume and samples of their writing, particularly writing that has been published.
- Finalists in the application process may be required to have a personal interview with the doctoral admission committee on the campus from which the student wishes to receive a degree.
- In addition to demonstrating evidence of academic competence and capability, those persons selected each year for this program will be applicants who are already considered leaders in their educational fields

and who have clearly articulated their educational commitment to public schools. The application process is competitive.

Any applicant meeting all other requirements for admission except minimum GPA or GRE scores may appeal to the Consortium Governing Board for admission in regular status. The Board may admit to individual campuses, under these conditions, up to ten percent of the total number of students admitted during any semester/quarter. No student shall be admitted when the student's GRE test performance is in the lowest quartile among students taking the test on the same date.

### Eligibility to Remain in the Doctor of Education Degree Program

Students enrolled in the doctoral program must maintain a minimum grade point average of 3.0 during each term of enrollment. Failure of the student to maintain an overall graduate grade point average of 3.0 or receipt of any grade lower than C or receipt of more than 6 semester hours of C in graduate course work, will result in termination from the program. The student must successfully complete all course work with a minimum grade point average of 3.00.

A graduate student who is denied admission to or further continuance in the Doctor of Education degree program may appeal for admission or readmission. All appeals must be approved by the appropriate committee on the student's campus of enrollment and by the Consortium Governing Board.

### Program of Study for the Doctor of Education Degree

#### Coursework

The approved degree program for each doctoral student must include a minimum of 60 hours beyond the master's degree of which at least one-half must be in course work open only to doctoral students. Individuals possessing the Education Specialist Degree in the area in which they are pursuing the doctorate must complete a minimum of 45 additional semester hours of credit for the doctorate.

The consortium program for the Doctor of Education degree consists of the following components:

Education Foundations/Research/Statistics.....	12
Core Courses for Specific Degree .....	18
Cognate .....	9
Elective.....	3
Internship .....	6
Dissertation/Research Design Seminar .....	12
Minimum Total Semester Hours	60

Initial campus enrollment may not be changed during the student's matriculation in the doctoral program. Each student pursuing the doctorate through the Louisiana Education Consortium will be required to enroll in classes on the campus of each participating institution. A minimum of 15 semester hours of the minimum 60 hours required for the doctorate must be taken on the campuses of participating institutions other than the host campus. At least two courses must be taken on each campus.

#### Preliminary Examination

Upon completion of a minimum of 15 semester hours and not more than 27 semester hours of doctoral course work, each student will be required to take a preliminary examination. The preliminary examination is designed to measure student

competence in 1) educational foundations, 2) research, 3) statistics and 4) general professional knowledge. The common six-hour written examination will be constructed by appropriate consortium faculty. Following the evaluation of the written preliminary examination, a one-hour oral examination may be conducted by the student's advisory committee. Student performance on both components of this examination will form the basis for any revisions of the program of study. Failure to pass this examination after two attempts will result in termination of the student from the program.

### **Comprehensive Examination**

The second doctoral examination, the comprehensive examination, is administered when the student has completed all courses in the degree plan or is enrolled in them. This examination consists of a six-hour written component and a two-hour oral examination. Failure to complete this examination satisfactorily will result in a revision of the program of study and an additional examination. Failure to pass this examination after two attempts will result in termination of the student from the program. After satisfactory completion of the comprehensive examination, the student is admitted to candidacy.

### **Internship**

The Louisiana Education Consortium is unique in preparing students to become practitioner-scholars. These individuals will apply the knowledge acquired in program components to practical settings. To achieve this goal, 6 semester hours of internship are required. Students are eligible to apply for internship only after successful completion of the comprehensive examination. The internship *must* be completed at a site other than the student's place of employment. The student's doctoral committee will assist the student in internship placement.

### **Dissertation**

In addition to the research requirements associated with each course, all doctoral students are required to complete a dissertation. The dissertation should be directed toward the degree specialization and must include field-based research. Students are encouraged to pursue the identification of a dissertation topic and the review of the literature prior to the comprehensive examination. The dissertation prospectus must be approved by the student's doctoral committee after the comprehensive examination has been successfully completed. Other research requirements, for example, the use of human subjects, must be approved on the campus on which the student is enrolled.

The student will be expected to enroll for a minimum of three semester hours of dissertation credit for each semester/quarter in which the student is working with faculty on the dissertation. The student must be enrolled in a minimum of 3 semester hours of dissertation credit during the semester/quarter in which the degree is conferred. No fewer than 9 semester hours of credit shall be earned for successful completion of the dissertation.

Following completion of the dissertation, the student will be expected to defend it during a dissertation defense.

### **Doctoral Committee**

The student's doctoral committee will consist of the major professor and a minimum of three additional faculty. The major professor is the committee chair and must be selected from the institution in which the student is enrolled. Each institution shall have at least one representative on each doctoral committee. Each committee will include a professor from the cognate area. Additional committee members may be added to address specific student program or research needs. The student's

doctoral committee is selected by the student, appointed by the appropriate administrator on each campus, and approved by the Consortium Board.

### **Residence Requirements for the Doctor of Education Degree**

Students pursuing the Doctor of Education degree will be required to spend at least two consecutive semesters/quarters in residence on the campus from which the degree is to be awarded. Students must be enrolled as full-time students during the time in which the residence requirement is being met.

### **Transfer of Credit for the Doctor of Education Degree**

A maximum of 9 semester hours of graduate credit appropriate to the student's degree program may be transferred from other institutions offering regionally accredited graduate programs if earned in residence at that institution. Students are requested to submit catalog descriptions of courses under consideration. No credits for which a grade of less than **B** has been earned may be transferred. Neither internship nor dissertation credit may be transferred into consortium programs.

### **Time Limit for the Doctor of Education Degree**

All course work, internships, and the dissertation must be completed within a 7-year time period from date of admission to the program. Courses transferred into the doctoral program must also be within the 7-year time limit for completion. Any appeal for extension must be approved by the institution's Graduate Council and the Consortium Governing Board.

### **Policies and Procedures**

Policies and procedures for the Louisiana Education Consortium EdD are detailed in the Louisiana Education Consortium Handbook available in Prescott Library, in the University Bookstore and online. Use URL <http://www.latech.edu/tech/education/gradhandbook/education.html>.

## **The Doctor of Philosophy Degree Counseling Psychology (PhD)**

The Department of Psychology and Behavioral Sciences offers the PhD degree in Counseling Psychology. The Doctor of Philosophy (PhD) degree in Counseling Psychology embodies a balanced training experience designed to train professional psychologists in the scientist-practitioner model. The scientist-practitioner is prepared to reflect attitudes and competencies arising from the effective internalization and blending of both scientific and counseling approaches. The Counseling Psychology program at Louisiana Tech University is firmly committed to the scientist-practitioner model, hence the primary goal of the program is to produce professional psychologists who are competent in both the conduct of research and professional practice. The PhD Counseling Psychology program is accredited by the American Psychological Association (APA).

### **Admission Requirements**

Application for admission requires a completed Graduate School Application form, Graduate Record Exam (GRE) scores, official transcripts of all college or university work, three letters of reference, a professional vita, and a statement of purpose. Other requisites may be specified by the program and department such as, but not limited to, interviews and statements of intent, philosophy, and professional goals. Students are admitted to the program on a yearly basis for the Fall quarter of each year.

Admission to Louisiana Tech University's Counseling Psychology PhD program is highly competitive. Meeting minimal admission standards of the University or College does not guarantee admission. The Counseling Psychology Admissions Committee carefully reviews all applicants and selects those determined to be best qualified and best suited for training in the profession of Counseling Psychology. In addition to demonstrating evidence of academic competence and capability, persons selected each year for this program are expected to show personal maturity, interpersonal confidence, and an outstanding ability to accept feedback and work cooperatively with faculty and peers.

## Degree Requirements

Students admitted to the program will receive current degree requirements from their advisor. All students must complete required coursework, a qualifying research project, a minimum of 1000 hours in practicum training, a supervision training experience, a dissertation based on original research, and a one-year full-time counseling psychology internship. The program is a full-time in-residence (including summers) program normally requiring 4 to 6 calendar years to complete.

## Advising

At matriculation the student will be appointed a temporary advisor by the Counseling Psychology Core Faculty Training Committee. During or after the end of the first year, either the student or the advisor may request a change, depending upon mutually agreed upon needs and the needs of the Counseling Psychology Program.

## Eligibility to Remain in the Doctor of Philosophy in Counseling Psychology Program

Each student's academic performance, progress toward degree completion, and professional performance will be reviewed at least annually by the Counseling Psychology Core Faculty Training Committee. Reviews may occur more frequently if judged appropriate or necessary by a vote of the Counseling Psychology Core Faculty Training Committee. A student who does not meet the minimal grade point average requirements specified by the Graduate School and Department (a minimum grade point average of 3.0; no grade lower than C; no more than 6 semester hours of C grades in the program) or is not meeting professional and ethical standards as determined by the Counseling Psychology Core Faculty Training Committee may be dismissed from the Counseling Psychology Program. Other reasons for dismissal include, but are not limited to, academic dishonesty, violations of provisions of the American Psychological Association's Standards for Ethical Conduct, and certain legal violations.

## Program of Study for the Doctor of Philosophy in Counseling Psychology

### Coursework

The approved degree program for each doctoral student must include 118 semester hours. Because of the dynamic nature of Counseling Psychology as a discipline, and the developmental nature of this Counseling Psychology program, the curriculum is necessarily dynamic and subject to change and refinement.

Each student's program of study will be individualized to some degree, based on that student's past training, experiences, coursework, needs, interests, and resources. Notwithstanding

this individualization, the following core courses are required to meet minimum PhD requirements in Counseling Psychology:

Psychological Foundations (minimum).....	27
Empirical/Research Foundations (minimum).....	15
Required Professional Core (minimum).....	48
Supervised Practica (minimum).....	18
Dissertation Research (minimum).....	6
Predoctoral Professional Psychology Internship (minimum)	4
Total Program Hours (minimum)	118

## Qualifying Research Project

In lieu of a qualifying examination, all students must complete a defensible research project prior to taking the doctoral level comprehensive examination. Students are expected to exhibit mastery in research design and analysis through completion of a qualifying research project. This project is designed to ensure that doctoral students have mastered minimal standards in their knowledge of research design, methodology, and data analysis.

Students entering the program with a master's degree who have completed a master's level thesis may submit their theses for approval as their qualifying research project. Students entering the program with a bachelor's degree and those with a master's degree who have not completed an approved master's thesis are required to complete a qualifying research project prior to taking comprehensive exams.

## Doctoral Comprehensive Examination

After an appropriate amount of coursework (minimum of 2 years or equivalent) has been completed, and after consultation with advisor approval, the student may take the Doctoral Comprehensive Examination in Counseling Psychology. Successful completion of the Doctoral Comprehensive Examination in Counseling Psychology is required prior to acceptance of internship offers, as well as prior to registration for dissertation hours.

The purpose of this examination is both educative and evaluative. The Doctoral Comprehensive Examination in Counseling Psychology assesses whether minimal competencies in the substantive areas of counseling psychology have been achieved through coursework and training experiences. However, the process of becoming a competent counseling psychologist extends well beyond coursework. In this regard, the Doctoral Comprehensive Examination in Counseling Psychology provides an impetus for students to integrate their knowledge base across educational and training experiences, as well as to move beyond minimal competencies and toward a solid professional identity.

*Failure to successfully pass this examination after two attempts will result in termination of the student from the program.* After satisfactory completion of the Doctoral Comprehensive Examination in Counseling Psychology, the student is granted doctoral candidacy.

## Practicum Training

Students may enter the program with either a bachelor or master's degree in psychology or related field. Thus, considerable variation exists in students' counseling skills and relevant coursework. During their first year in the program, students enroll in a sequence of classes in which they are given didactic instruction in, and exposure to, counseling theories, techniques, group/multiculturalism, and psychopathology. Once students complete this sequence of courses, they are eligible to begin practicum training.

Practicum serves to ensure the competence of students in both the science and practice of Counseling Psychology. That is, throughout their practica experiences, students are expected to

integrate relevant research findings with their clinical practice. Students are expected to begin practicum during the Summer quarter after their first year in the program. A 12-month beginning practicum experience, which involves supervised practicum placement at the Psychological Services Clinic (PSC) and practicum courses on campus, is followed by a similar more advanced 12-month experience either on or off campus. Following these two practica experiences (beginning and advanced), students may elect to continue receiving supervised clinical experiences through independent field placements.

### **Dissertation**

One of the core components of the doctoral program in Counseling Psychology is the successful completion of a dissertation. The dissertation is an integral part of the doctoral program and demonstrates that a student has successfully acquired and mastered the fundamental components of conducting independent empirical research. The dissertation consists of original empirical research conducted under the direction of a Dissertation Chair and Dissertation Committee. A student must enroll in a minimum of 6 total semester credit hours for dissertation, and must enroll in at least 1 semester credit hour of dissertation every quarter after successful completion of the Doctoral Comprehensive Examination in Counseling Psychology. Following completion of the dissertation, the student is required to publicly defend this scholarly work.

### **Internship**

Counseling psychology students are required to complete a predoctoral internship (PSYC 624) which must equate to one calendar year of full-time supervised counseling psychology experience (4 to 12 semester hours). Ideally, internship sites will be American Psychological Association (APA)-approved; however, at minimum the site must be Association of Psychology Postdoctoral and Internship Centers (APPIC) approved and be reviewed and approved by the Counseling Psychology Training Director, and the Counseling Psychology Program Core Faculty Committee at least one quarter prior to commencing the internship. Before accepting a predoctoral internship, the student must be in good academic standing as certified by the Counseling Psychology Director of Training and must have received specific permission to accept the internship from the Counseling Psychology Program Core Faculty Committee.

The internship is an essential component of doctoral training programs in Counseling Psychology. Internships should provide the trainee with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervision support, professional role modeling, and awareness of administrative structures. Students apply for and obtain an internship after completion of relevant didactic and practicum work, a qualifying research project, Doctoral Comprehensive Examination in Counseling Psychology, and before the granting of one degree.

The internship experience is crucial preparation for functioning as an independent professional Counseling Psychologist. It should be an intensive and extensive experience related to the graduate program's training objectives and should further the development of the knowledge, skills and clinical sensitivities of the trainee.

### **Transfer Credits**

With the approval of the student's advisor, the Core Counseling Psychology Program Faculty Committee, the Department Head, and the College Director of Graduate Studies, a maximum of 18 graduate-level semester credit hours may be transferred in the PhD program in Counseling Psychology.

Transfer credit is limited to the following courses: PSYC 602 (physiological Psychology), PSYC 601 (Historical Foundations of Modern Psychology), PSYC 604 (Theories of Social Psychology), PSYC 609 (Personality Theory), PSYC 608 (Life-Span Developmental Psychology), COUN 518 (Techniques of Counseling), PSYC 629 (Rotating Seminar in Counseling Theories), and approved electives. Students will work with their advisor who will then present the student's materials to the Core Counseling Psychology Program Faculty Committee in order to gauge equivalency of transfer coursework. (Students who have prior doctoral coursework, materials for transfer of more than 18 semester credit hours may be handled on a case-by-case basis). If a course from another college or university is approved for transfer credit, the student still has full responsibility for material covered in the comparable Louisiana Tech course that is part of the doctoral program curriculum and assessed by the comprehensive exam. This issue is particularly important because the comprehensive examination might contain material covered in a Louisiana Tech course that was not covered in a course for which transfer credit was obtained. Students need to ensure their own adequate preparation for the Doctoral Comprehensive Examination in Counseling Psychology

### **Time Limit for the PhD in Counseling Psychology**

The doctoral degree in counseling psychology *must* be completed within 7 years after admission to the program following University policy.

### **Curriculum**

The curriculum may be obtained by writing to the Director of Training, Doctoral Program in Counseling Psychology, Department of Psychology and Behavioral Sciences, P.O. Box 10048, Ruston, LA 71272.