

Chapter 19 - Graduate Programs

College of Education

Administration

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

- Educational Psychology (with concentrations in Orientation and Mobility or Psychoeducational Research)
- Industrial/Organizational Psychology

Master of Arts Counseling and Guidance

- Counseling and Guidance (with concentrations in School Counseling or General Counseling)

Master of Arts in Teaching

- Early Interventionist – Birth to Five
- Early Childhood Education Grades PK-3
- Elementary Education Grades 1-5
- Middle School Education Grades 4-8 Mathematics
- Middle School Education Grades 4-8 Science
- Secondary Education Grades 6-12 (with concentrations in Agriculture Education, Business Education, English Education, French Education*, General Science/Biology Education, General Science/Chemistry Education, General Science/Earth Science Education, General Science/Physics Education, Mathematics Education, Social Studies Education, Spanish Education*, or Speech Education*)
 - * No new students admitted pending program review.
- Multiple Levels Grades K-12 (with concentrations in Art Education Grades K-12, Instrumental Music Education Grades K-12, Vocal Music Education Grades K-12, or Health & Physical Education Grades K-12)
- Special Education Mild/Moderate Grades 1-12
- Teaching Blind Students

Master of Education

- Educational Leadership

Master of Science Curriculum and Instruction

- Curriculum and Instruction (with concentrations in Teaching Blind Students, Special Education Mild/Moderate, or Early Intervention Special Education)

Master of Science Health and Exercise Science

- Health and Exercise Science (with concentrations in Exercise Science, Adapted Physical Education, or Sports Performance)

Doctor of Education; (Louisiana Education Consortium)

- Curriculum and Instruction *
- Educational Leadership *
 - *Requires teacher or related professional certification as prerequisite for admission

Doctor of Philosophy

- Counseling Psychology

Graduate Certificates Offered

Graduate Certificate in The Dynamics of Domestic Violence

The Department of Psychology and Behavioral Sciences in partnership with the School of Human Ecology offers a twelve hour Graduate Certificate in the Dynamics of Domestic Violence. The certificate is an on-line program designed to foster the development of skills related to domestic violence issues or contact with victims, their families, or perpetrators of domestic violence. Students are required to complete the following four web-based graduate courses: FCS471G, FCS521, PSYC411G, and PSYC556.

Mission

The College of Education's mission statement has also recently been revised to better express how it is intended that the shared vision is to be attained in reality. The *mission* of the College of Education is to:

1. Provide high quality educational programs and experiences;
2. Enhance and extend the knowledge bases of developing professionals through research and other scholarly activities;
3. Extend the boundaries of knowledge through vigorous research and dissemination;
4. Collaborate within the university and with the broader community; and
5. Provide professional services to the community.

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 refine curricula and instructional procedures continually 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.

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. Students desiring to enter a master's program in the College of Education should submit an official 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 UGPA x 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 and meeting all other conditions of admission. The formula will change for GRE scores from September 2007 onward if ETS follows its announced plan to change the scaling of the test scores.

New students who have not taken the GRE will be admitted to Graduate School "on condition" if their grade point averages are satisfactory so long as they provide acceptable GRE scores before the end of their first term. Students in the Counseling and Guidance and Industrial/Organizational Psychology programs *must* submit acceptable GRE scores before they are admitted to the program.

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 upon appeal to the student's Program Committee.

MAT

Students entering the MAT degree program 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 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 student teaching or internship.

Department of Curriculum, Instruction, & Leadership

Master of Science Curriculum & Instruction (MSCI)

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

In the MSCI program, students select a cognate of 12 hours minimum which may lead to an additional area of certification. Candidates may choose adult education, early childhood, technology, reading, library science, economics, history, biology, chemistry, physics, English, special education, early intervention, and teaching blind students. Additional information regarding the cognate areas may be obtained from the Department Head of Curriculum, Instruction, and Leadership or from the Director of Graduate Studies.

Master of Arts in Teaching (MAT)

Students complete a 36-39 semester hour program in Early Childhood (PK-3), Elementary Education (1-5), Middle Grades Mathematics (4-8), Middle Grades Science (4-8), and Secondary Education (6-12) with concentrations in Agriculture Education, Business Education, French Education, General Science/ Biology Education, General Science/Chemistry Education, General Science/Earth Science, General Science/ Physics Education, Mathematics Education, Social Studies Education, Spanish Education, or Speech Education.. K-12 programs are available in Art, Health and Physical Education, and Music Education (Instrumental and Vocal). Students pursuing a degree with a concentration in Mild/Moderate complete a 39 hour program. Students pursuing the concentration in Teaching Blind Students complete a 45 semester hour program, while those pursuing Early Interventionist complete a 42 semester hour program.

Master of Education (MEd)

Students pursuing a Master of Education in Educational Leadership must complete a 36 semester-hour program, including an internship that extends over a full P-12 school year. Candidates must also attain a satisfactory score on the Louisiana State Department of Education identified test for educational leaders and successfully make culminating program oral presentations to designated audiences. Applicants must be nominated by appropriate professional individuals and meet additional specified application requirements. For more information, contact the Department Head of Curriculum, Instruction, and Leadership or the Office of Graduate Studies in the College of Education.

All Programs

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 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 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.

Sports Performance Concentration: The Sports Performance concentration is designed for individuals whose primary interest lies in improving sports performance from biomechanical, physiological, and psychological perspective. This concentration would be most appropriate for students who have a desire to work in athletic training, strength & conditioning, coaching, or other sports performance related fields. This concentration has a 9 hour core, a 15-hour cognate core, 3-6 hours of research and 6-9 hours of approved electives for a total of 36 required hours.

Exercise Science Concentration: The Exercise Science concentration is designed for individuals whose primary interest lies in exercise and human performance. The candidate desiring to enter this emphasis area should

have successfully completed a related undergraduate degree program (i.e. Kinesiology). The program allows students the opportunity to concentrate in areas of study related to exercise science and human performance, leading to careers in fitness/wellness, allied health, or continued education for the doctorate. This concentration has a 9-hour departmental core, 15-hour cognate core, with 3-6 hours in research and 6-9 hours of approved electives for a total of 36 hours.

Adapted Physical Education: The adapted physical education concentration is provided for individuals interested in teaching adapted physical education in a school setting. The candidate desiring to enter this emphasis must hold a valid teacher's certificate in Physical Education. This concentration requires 9 hours of departmental core, 15 hours of cognate core, 3-6 hours of research, 3 hours of professional education, and 3-6 hours of approved electives.

Department of Psychology & Behavioral Sciences

Master of Arts 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 students 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.

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

General Counseling Concentration: The general counseling concentration requires completion of a 48 semester hour curriculum (including a practicum and two internship courses), and prepares students for Licensed Professional Counseling 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 any graduate course work, will result in the student being dropped from the Counseling and Guidance program.

Master of Arts Educational Psychology (MA)

The Department of Psychology and Behavioral Sciences offers the MA degree in Educational Psychology with concentration areas in Orientation and Mobility Research, or Psychoeducational Research and Education.

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 the College of Business (to be selected from Management 419, 447, 470, 472, 478, 537, 547, 571, or Economics 418).

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 any graduate course work, will result in the student being dropped from the program.

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 written Comprehensive Examination.

MAT

MAT students are required to satisfactorily complete:

- Scholarly research paper (APA format) guided and approved by the advisor and Director of Graduate Studies at least four weeks prior to graduation.
- Satisfactory completion of professional portfolio during the first quarter of internship.
- Satisfactory completion of all Louisiana certification requirements including application for teaching certificate.

Doctoral Degree Programs

The Doctor of Education (EdD) Degree Louisiana Education Consortium

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, administrators, and school counselors. 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 EdD 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 4.0 on the revised Analytical component of GRE.
- Applicants must have teaching, counseling, or administrative experience in a kindergarten, elementary, middle, or secondary school or similar educational setting. A valid teaching certificate or related P-12 professional 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 EdD 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 EdD Degree

Coursework

The approved degree program for each doctoral student must include a minimum of 66 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 51 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.....	15
Core Courses for Specific Degree.....	24
Cognate (C&I program only).....	9
Electives (Ed. Lead. program only).....	9
Internship.....	6
Dissertation/Research Design Seminar.....	12
Minimum Total Semester Hours.....	66

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 66 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 may 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 successfully complete 18 hours of approved courses of study during a continuous 12-month period after the successful completion of their preliminary examinations. Students are also required to complete an approved Professional Activity Plan during the 12-month period of residency.

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 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 candidacy. Courses transferred into the doctoral program must also be within the 7-year period immediately prior to program admission. 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.ulm.edu/lec/>.

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 primary goal of the program is to produce professional psychologists who are competent in both 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 in the Fall quarter of each year.

Admission to Louisiana Tech University's Counseling Psychology PhD program is 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 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 5 to 6 calendar years to complete.

Eligibility to Remain in the PhD 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 PhD in Counseling Psychology

Coursework

The approved degree program for each doctoral student must include 108 semester hours plus internship and dissertation. Because of the dynamic nature of Counseling Psychology as a discipline, the curriculum is subject to 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.

Qualifying Research Project

In lieu of a qualifying examination, all students must complete a qualifying 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 the project. This project is designed to ensure that doctoral students have mastered minimal standards in their knowledge of research design, methodology, and data analysis. A student entering the program with a master's degree who has completed a

master's level thesis may submit it for approval as the qualifying research project.

Doctoral Comprehensive Examination

After an appropriate amount of coursework (minimum of 2 years or equivalent), and the qualifying research project has been completed, and after approval from his or her advisor, the student may register for and take the Doctoral Comprehensive Examination in Counseling Psychology (PSYC 685). Successful completion of the Doctoral Comprehensive Examination is required prior to acceptance of internship offers, and/or registration for dissertation hours.

The purpose of the Doctoral Comprehensive Examination is both educative and evaluative. This two-day examination is designed to assess whether minimal competencies in the substantive areas of counseling psychology have been achieved through coursework and training experiences.

Content areas for the examination include the following:

1. Psychological Assessment and Diagnosis;
2. Theories of Psychotherapy and Intervention;
3. Research Design and Statistics;
4. Professional Issues;
5. Career/Vocational Assessment, and Counseling;
6. Psychological Foundations.

Students who fail any sections one time will be allowed to retake the section a second time after remediation. The remediation process will be determined by the Core Counseling Training Committee and may consist of retaking classes, completion of supervised work, or any other educational or training exercise that the Core Committee feels is applicable. **A student failing any section of the comprehensive examination two times will be dismissed from the program.**

After satisfactory completion of the Doctoral Comprehensive Examination, the student is granted doctoral candidacy and must be continuously enrolled in dissertation hours (PSYC 660A-C) until graduation.

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 in 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 its completion 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 doctoral 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)-accredited. However, under unusual circumstances, at minimum the site must be Association of Psychology Postdoctoral and Internship Centers (APPIC)-approved or be reviewed and approved by the Director of Training and the Core Committee prior to commencing the internship. Before accepting a predoctoral internship, the student must be in good academic standing as certified by the Director of Training and must have received specific permission to accept the internship from the Core Committee.

Transfer Credits

With the approval of the student's advisor, the Core Committee, the Department Head, and the College Director of Graduate Studies, a maximum of 18 graduate-level semester credit hours from another accredited university may be transferred to 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 Committee in order to gauge equivalency of transfer coursework. For students who have prior doctoral coursework, requests for transfer of more than 18 semester credit hours will 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.

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 or on the web at <http://www.latech.edu/education/cphd> .