

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Sciences

Psychology

Doctor of Psychology in Applied Psychology Program (0476)

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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and under-served populations, in their chosen area of concentration.

Instrument 1	Direct: Qualifying Examination
Instrument 2	Indirect: Practicum Supervisor Ratings
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Provide ethical, competent, and professional supervision of psychological practice in their communities of practice.

Instrument 1	Direct: Evaluation of Profession-Wide Competency Development Category 8: Supervision
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.

Instrument 1	Direct: Dissertations Proposed
Instrument 2	Direct: Dissertations Defended
Instrument 3	Indirect: Supervisor ratings

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

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Student Learning Outcome 1

Student Learning Outcome	Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration.		
Measurement Instrument 1	Direct: Students complete a Qualifying Examination that is based, in part, on the Oral Examination for doctoral-level practice in Psychology in the Commonwealth of Kentucky. This Qualifying Examination requires students to provide a diagnosis, assessment battery, and treatment plan for a fictional client. The first part is a written examination, and references for all materials are expected. The second part is an oral examination, where students are quizzed to see how well they “think on their feet.”		
Criteria for Student Success	Students must pass both parts of the Qualifying Examination at an 80% level.		
Program Success Target for this Measurement	The overall average score on the rubric across all students will be no less than 24 and on no individual rubric dimension will the average across all students be less than 2.5	Percent of Program Achieving Target	Overall average: 87.5% Individual rubric dimension: 100%
Methods	Eight students completed the Qualifying Examination this year, including a written portion and oral portion.		
Measurement Instrument 2	Students are rated on their clinical abilities while completing practicum hours. Supervisors rate students’ abilities to select appropriate interventions, provide therapy and assessment services, work with diverse clients, and perform in an ethical manner.		
Criteria for Student Success	Students must, on average, be functioning at their grade level. That is, if the student is a third-year doctoral student, that student would be expected to be rated, on average, as a third-year student.		
Program Success Target for this Measurement	80% of students will be at level or higher. No individual rubric dimension will average below 0 (i.e., all dimensions will average as on grade level performance).	Percent of Program Achieving Target	Overall % of students scoring at level or higher: 100% 100% of individual rubric dimensions averaged at or above grade level.
Methods	8 students were enrolled in the advanced practicum course this Spring. Due to COVID-19, only 4 were able to complete the experience and provide supervisor ratings. Students are rated by their supervisors based on their grade level. Thus, to allow comparison across students, scores were recoded into difference scores with 0 indicating that the student is performing at grade level, negative numbers indicating the student is performing below grade level, and positive numbers indicating the student is performing above grade level. Due to COVID-19 limitations on practice, only 7 of 9 dimensions were rated by supervisors as students did not have opportunities to provide assessment or supervision services.		
Measurement Instrument 3			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
All students except one passed their written qualifying exam. The one student who struggled is an international student who may have benefited from additional writing resources as an ESL learner. The student was able to pass when given feedback and allowed to remediate the written portion of the exam. Our program will ensure resources for ESL and international students to enhance writing will be provided at orientation and in the student handbook by Spring 2021.			
All students were rated by supervisors as performing at or above grade level within and across all rubric dimensions. Thus, all students are currently performing at or above expectations across all professional domains during their advanced practicum experience.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Will follow-up with handbook and website changes by Spring 2021.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
We will ensure writing resources for all students are included in the student handbook and an updated handbook is uploaded to the program's website by Spring 2021. We will reassess student progress with completing the Qualifying Examination at the end of Spring 2021. We will assess student performance during their practicum course via supervisor evaluations at the end of Spring 2021.			

Student Learning Outcome 2			
Student Learning Outcome	Provide ethical, competent, and professional supervision of psychological practice in their communities of practice.		
Measurement Instrument 1	Direct: Students are rated during classes and their practicum work on their professional competency of providing supervision.		
Criteria for Student Success	Students must, on average, be functioning at their grade level. That is, if the student is a third-year doctoral student, that student would be expected to be rated, on average, as a third-year student.		
Program Success Target for this Measurement	80% of students will be at level or higher	Percent of Program Achieving Target	Practicum Course Evaluations: N/A Advanced Supervision Course Evaluations: 100%
Methods	8 students were enrolled in the advanced practicum course in Spring 2020. Due to COVID-19, none of these students were evaluated by their practicum supervisor on their supervision because they were unable to supervise others during this timeframe. Five students were enrolled in the advanced supervision course, but one of these students took an incomplete grade due to COVID-19. The instructor of this course completed evaluations for this cohort (n=4). This evaluation form is included as an attachment at the end of this document. Students are rated by their supervisors based on their grade level. Thus, to allow comparison across students, scores were recoded into difference scores with 0 indicating that the student is performing at grade level, negative numbers indicating the student is performing below grade level, and positive numbers indicating the student is performing above grade level.		
Measurement Instrument 2			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement	Percent of Program Achieving Target		
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Practicum supervisor ratings on students' supervision skills were unattainable for this time period due to COVID-19. All students who completed the advanced supervision course were rated at or above grade level on all rubric dimensions. Pending the status of the COVID-19 pandemic, we will reassess student performance via the practicum supervisor ratings and advanced supervision instructor ratings on the attached rubric in Spring 2021.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Will reassess student performance during practicum and the advanced supervision class in Spring 2021 using the attached rating form as well as during our Spring student review meeting.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Will reassess student performance during practicum and the advanced supervision class in Spring 2021.			

Student Learning Outcome 3			
Student Learning Outcome	Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.		
Measurement Instrument 1	Direct: As part of the Doctor of Psychology in Applied Psychology program, students must complete a Dissertation. A major step in this process is proposing a dissertation.		
Criteria for Student Success	The Dissertation Committee agreeing that the student passed the Dissertation Proposal.		
Program Success Target for this Measurement	60% of the students who take Dissertation I Class will propose by the end of the year.	Percent of Program Achieving Target	

Methods	6 students were enrolled in the Dissertation I class in Spring 2020. Although students intend to propose in Fall 2020, none of the enrolled students proposed their dissertations during this evaluation period.		
Measurement Instrument 2	As part of the Doctor of Psychology in Applied Psychology program, students must complete a Dissertation. One of the last major steps in this process is orally defending the final dissertation project.		
Criteria for Student Success	The Dissertation Committee agrees that the student passes the defense.		
Program Success Target for this Measurement	60% of students who take Dissertation II class will defend by the end of the year.	Percent of Program Achieving Target	33%
Methods	3 students were enrolled in the Dissertation II class, and one successfully defended their dissertation during this evaluation period.		
Measurement Instrument 3	Students are rated on their ability to use and conduct research while completing practicum hours. Supervisors rate students' abilities to select and apply appropriate research with their clients.		
Criteria for Student Success	Students must, on average, be functioning at their grade level. That is, if the student is a third-year doctoral student, that student would be expected to be rated, on average, as a third-year student.		
Program Success Target for this Measurement	80% of students will be rated at grade level or higher. No individual rubric dimension will average below 0 (i.e., all dimensions will average as on grade level performance).	Percent of Program Achieving Target	Overall % of students scoring at level or higher: 100% 100% of individual rubric dimensions averaged at or above grade level
Methods	8 students were enrolled in the advanced practicum course this Spring. Due to COVID-19, only 4 were able to complete the experience and provide supervisor ratings. Students are rated by their supervisors based on their grade level. Thus, to allow comparison across students, scores were recoded into difference scores with 0 indicating that the student is performing at grade level, negative numbers indicating the student is performing below grade level, and positive numbers indicating the student is performing above grade level. Due to COVID-19 limitations on practice, only 7 of 9 dimensions were rated by supervisors as students did not have opportunities to provide assessment or supervision services.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
It is likely that our program's performance on this SLO was hindered by COVID-19. To ensure timely student progression on the dissertation in the future, the clinical faculty will review the content of the Dissertation I and Dissertation II courses by Spring 2021. In addition, the faculty will review all students' individual progress on the dissertation during our student review in Spring 2021. By providing writing resources to students in the student handbook (see SLO 1), this should assist students in successfully proposing their dissertations and boost their efficiency in writing up the final document in preparation for the defense.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We will ensure handbook and website changes are complete by Spring 2021 and we will complete student reviews in Spring 2021.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
We will reassess student progression in Dissertation I and Dissertation II at the end of Spring 2021.			

This evaluation form is designed to evaluate doctoral students' level of development of profession-wide competencies. You are being asked to evaluate students only on the competencies that are associated with your class or practicum experience.

Evaluation Profession-Wide Competency Development	
Student Name: _____ Placement/Class: _____ Supervisor: _____	Semester, Year: _____ Year in Program: 1 st Year Master 2 nd Year Master 3 rd Year PsyD 4 th Year PsyD 5 th Year PsyD PreDoctoral Internship

Raters:

1. Please rate each item twice, once for *competency* and once for *acceptability*.
2. If the student has not yet had the opportunity to experience an activity or you have no basis for appraisal, check the "No Opportunity" box and leave the "Competency" and "Acceptability" boxes blank.
3. First, indicate the extent to which the student demonstrates competency for each item using the scale described below.
4. Second, indicate the acceptability of the level of competency demonstrated using the scale below.
5. As appropriate, provide comments in support of your ratings, for both strengths and concerns. (*Note: If the student receives a rating of 1 in the "Acceptability" column, comments are necessary to explain the concern.*)
6. At the end of the evaluation form, provide a recommendation for a course grade.

Level of Competency

Rating	Descriptor	Definition
0	Novice	Beginning to show this knowledge/skill.
1	First Year Master's Student	Demonstrates a consistent basic understanding of concepts/skills. Beginning-level therapist
2	Second Year Master's Student	Demonstrates a consistent competent understanding of concepts/skills.
3	Third Year PsyD Student	Demonstrates a consistent advanced understanding of concepts/skills. Capable of practice with supervision.
4	Fourth Year PsyD Student	Demonstrates consistent proficient understanding of concepts/skills.
5.	Doctoral Internship Ready	Can practice independently with structure.
6.	Private Practice Ready	Can practice independently without supervision.

Acceptability of Student's Level of Competency

Rating	Descriptor	Definition
1	Not Acceptable	Needs further skill development and/or close supervision.
2	Marginally Acceptable	Inconsistent performance or still some gaps in skills.
3	Acceptable/Expected	Development consistent with expectations at this stage.
4	Exceeds Expectations	Above and beyond expectations at this stage.

Profession-Wide Competency Category 1: Research.	Competency	Acceptability	No Opportunity
Demonstrates the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.			
Demonstrates the ability to conduct research or other scholarly activities.			
Demonstrates the ability to critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.			
Demonstrates an understanding of the influence of current basic research findings that apply to the student's area of study.			
Demonstrates an ability to select and integrate the current scientific literature and appropriate methods related to their area of practice and be able to describe the theoretical underpinnings.			
Demonstrates an ability to design a research plan for outcome-based practice or program evaluation based on scholarly references.			
Demonstrates the ability to craft a research study that addresses a clinical area.			
Demonstrates the ability to describe research findings to peers and other professionals.			

Comments:

Profession-Wide Competency Category 2: Ethical and Legal Standards.	Competency	Acceptability	No Opportunity
Demonstrates a knowledge of and practice consistent with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.			
Demonstrates a knowledge of and practice consistent with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.			
Demonstrates a knowledge of and practice consistent with relevant professional standards and guidelines.			
Demonstrates an ability to recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.			
Demonstrates an ability to conduct self in an ethical manner in all professional activities.			
Demonstrates an ability to create legally-defensible documents for the practice of psychology.			

Comments:

Profession-Wide Competency Category 3: Individual and Cultural Diversity.	Competency	Acceptability	No Opportunity
Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.			
Demonstrates a knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.			

Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.			
Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.			
Demonstrates an ability to prepare an assessment report with a client who is diverse from the therapist, taking into consideration appropriate concerns for that individual.			
Demonstrates an ability to conceptualize psychotherapy and assessment cases with a population diverse from the therapist..			
Demonstrates the ability to create a culturally sensitive treatment plan to address clients' presenting concerns.			
Demonstrates the ability to write a supervision plan that includes assessment of the developmental level of a supervisee and a professional growth plan that incorporates knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.			

Comments:

Profession-Wide Competency Category 4: Professional Values, Attitudes, and Behaviors.	Competency	Acceptability	No Opportunity
Demonstrates behaviors that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.			
Demonstrates engagement in self-reflection regarding one's personal and professional functioning and engagement in activities to maintain and improve performance, well-being, and professional effectiveness.			
Demonstrates the ability to actively seek and convey openness and responsiveness to feedback and supervision.			
Demonstrates the ability to respond professionally in increasingly complex situations with a greater degree of independence.			
Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.			
Demonstrates an ability to complete supervision notes and			

sign-offs/reports within 7 days and appropriately refers supervisees when boundary issues occur.			
Demonstrates the ability to discuss issues with supervisees and supervisors as they occur.			

Comments:

Profession-Wide Competency Category 5: Communications and Interpersonal Skills.	Competency	Acceptability	No Opportunity
Demonstrates the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.			
Demonstrates the ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.			
Demonstrates a thorough grasp of professional language and concepts.			
Demonstrates effective interpersonal skills and the ability to manage difficult communication well.			
Demonstrates clear diagnostic formulations in progress notes and evaluation reports.			
Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.			

Comments:

Profession-Wide Competency Category 6: Assessment.	Competency	Acceptability	No Opportunity
Demonstrates the ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.			
Demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.			
Demonstrates the ability to interpret assessment results following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.			
Demonstrates the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.			

Comments:

Profession-Wide Competency Category 7: Intervention.	Competency	Acceptability	No Opportunity
Demonstrates the ability to establish and maintain effective relationships with the recipients of psychological services.			
Demonstrates the ability to develop evidence-based			

intervention plans specific to the service delivery goals.			
Demonstrates the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.			
Demonstrates the ability to apply the relevant research literature to clinical decision making.			
Demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.			
Demonstrates an ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.			
Demonstrates an understanding of different, appropriate interventions relative to the client's cognitive and developmental levels.			
Demonstrates the ability to utilize an outcome measure to track therapy progress across sessions and can describe the benefits of that measure.			

Comments:

Profession-Wide Competency Category 8: Supervision.	Competency	Acceptability	No Opportunity
Demonstrates knowledge of supervision models and practices.			
Demonstrates the ability to describe a supervision case that incorporates the research and multiple theories of supervision and illustrates an understanding of professional standards from the appropriate state licensing board and professional associations.			
Demonstrates the ability to appropriately refer supervisees when boundary issues occur and discusses issues with supervisees and supervisors as they occur.			

Comments:

Profession-Wide Competency Category 9: Consultation and Interprofessional/Interdisciplinary Skills.	Competency	Acceptability	No Opportunity
Demonstrates knowledge and respect for the roles and perspectives of other professions.			
Demonstrates knowledge of consultation models and practices.			

Comments:

Qualifying Examination Rubric

Paper Number: _____

CATEGORY	4 Extraordinary	3 Average	2 Low	1 Simplistic
1. Diagnosis _____	<p>The student obtains the correct diagnosis for the case vignette with the correct specifiers.</p> <p>The student considers a number of signs and symptoms of the disorder and correctly interprets them.</p> <p>There is clear evidence of doctoral-level processing of information.</p>	<p>The student obtains the correct diagnosis for the case vignette.</p> <p>The student considers some signs and symptoms of the disorder and mostly correctly interprets them.</p> <p>There is evidence of doctoral-level processing of information.</p>	<p>The student obtains an appropriate diagnosis for the case vignette.</p> <p>The student considers some signs and symptoms of the disorder and sometimes correctly interprets them.</p> <p>There is some evidence of doctoral-level processing of information.</p>	<p>The student obtains a diagnosis that is inappropriate for the case vignette.</p> <p>The student does not appear to consider signs and symptoms of the disorder.</p> <p>There is a lack of doctoral-level processing of information.</p>
2. Differential Diagnoses _____	<p>The student reviews all of the possible differential diagnoses and provides rationale for why these are not applicable to this case vignette.</p> <p>There is clear evidence of doctoral-level processing of information.</p>	<p>The student reviews some of the differential diagnoses and provides rationale for why these are not applicable to this case vignette.</p> <p>There is evidence of doctoral-level processing of information.</p>	<p>The student reviews one possible differential diagnosis and provides rationale for why this are not applicable to this case vignette.</p> <p>There is some evidence of doctoral-level processing of information.</p>	<p>The student does not evaluate differential diagnoses.</p> <p>There is a lack of doctoral-level processing of information.</p>
3. Assessment _____	<p>The student provides an assessment battery that addresses the issues raised by the vignette and correctly assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are presented for each test and demonstrates the appropriateness of each instrument for the assessment.</p> <p>There is clear evidence of doctoral-level processing of information.</p>	<p>The student provides an assessment battery that generally addresses the issues raised by the vignette and generally assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are presented for most of the tests and generally demonstrates the appropriateness of each instrument for the assessment.</p> <p>There is evidence of doctoral-level processing of information.</p>	<p>The student provides an assessment battery that somewhat addresses the issues raised by the vignette and somewhat assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are presented for at least one test and generally demonstrates the appropriateness of the instrument for the assessment.</p> <p>There is some evidence of doctoral-level processing of information.</p>	<p>The student provides an assessment battery that does not address the issues raised by the vignette and does not assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are not presented.</p> <p>There is a lack of doctoral-level processing of information.</p>
Page 1 Subtotal:	_____ (out of 12)			
CATEGORY	4 Extraordinary	3 Average	2 Low	1 Simplistic
4. Etiology	The student provides a biopsychosocial rationale for the	The student provides a biopsychosocial rationale for the	The student provides a biopsychosocial rationale for the	The student provides a biopsychosocial rationale for the

	disorder that correctly and completely addresses the client's issues.	disorder that mostly addresses the client's issues.	disorder that somewhat addresses the client's issues. However, there are some areas that are incorrect or demonstrate faulty assertions about the disorder.	disorder that is incorrect or has a number of faulty assertions about the disorder.
5. Treatment Plan _____	The student provides a 6-month treatment plan that correctly and completely addresses the client's issues. The student provides empirical evidence that directly supports the efficacy of the treatment with the diagnosed disorder There is clear evidence of doctoral-level processing of information.	The student provides a 6-month treatment plan that generally addresses the client's issues. The student provides some empirical evidence that supports the efficacy of the treatment with the diagnosed disorder There is evidence of doctoral-level processing of information.	The student provides a 6-month treatment plan that somewhat addresses the client's issues. The student provides a little empirical evidence that supports the efficacy of the treatment with the diagnosed disorder There is some evidence of doctoral-level processing of information.	The student provides a 6-month treatment plan that does not address the client's issues. The student does not provide empirical evidence that supports the efficacy of the treatment with the diagnosed disorder There is a lack of doctoral-level processing of information.
6. References _____	The student provides more than sufficient references to support the assertions in the examination. The references are all appropriately cited in APA 6 th Edition style.	The student provides sufficient references to support the assertions in the examination. The references are generally appropriately cited in APA 6 th Edition style.	The student provides adequate references to support the assertions in the examination. The references have some APA 6 th Edition style errors.	The student provides insufficient references to support the assertions in the examination. The references have significant APA 6 th Edition style errors.
7. Writing Style _____	The student clearly uses doctoral-level writing to convey information.	The student sometimes uses doctoral-level writing to convey information.	The student generally writes at a level below doctoral level to convey information.	The student's writing style is well below the doctoral level.
Page 2 Subtotal:	_____ (out of 16)			

CATEGORY	4 Extraordinary	3 Average	2 Low	1 Simplistic
8. Vocabulary and grammar 	<p>The student uses effective vocabulary to convey the information at a doctoral level.</p> <p>Information is communicated clearly using appropriate psychological conventions.</p> <p>There are very few grammatical issues.</p>	<p>The student uses appropriate vocabulary to convey the information at a doctoral level.</p> <p>Information is mostly communicated clearly with some confusion.</p> <p>There may be some words used inappropriately.</p> <p>There are a few grammatical issues.</p>	<p>The student uses inappropriate vocabulary to convey the information at a doctoral level.</p> <p>Information is presented in a manner that is 50% clear and 50% confusing.</p> <p>Many words are used inappropriately.</p> <p>There are some grammatical issues.</p>	<p>The student uses inappropriate vocabulary to convey the information at a doctoral level.</p> <p>Information is presented in a manner that is very difficult to understand.</p> <p>Many words are used inappropriately.</p> <p>There are a number of grammatical issues.</p>
9. APA Style 	<p>There are only one or two APA style errors present in the entire manuscript.</p>	<p>There are a few consistent APA style errors present in the manuscript.</p>	<p>There are a number of consistent APA style errors present in the manuscript.</p>	<p>The manuscript is completely at odds with APA style, as if the student never even consulted the guide.</p>
Page 3 Subtotal: _____ (out of 8)	Page 2 Subtotal: _____ (out of 16)	Page 1 Subtotal: _____ (out of 12)	Qualifying Exam Total: _____ (out of 36)	

Review Committee Rating

Check all that apply:

_____ Pass with distinction (score of 32 or higher, three of the five core areas [first five areas rated] must be rated at 4)

_____ Pass (score of 25 or better, with no individual rating of 1, and Category 1 must be rated no lower than 3)

_____ Revise and resubmit (score no lower than 20 with scores in one or two areas that are low but are presumed to be able to be improved). Instances of apparently accidental plagiarism will be offered an opportunity to revise and resubmit their work.

Areas of revision: _____

_____ Fail. Instances of blatant plagiarism will earn a failing score.