

**DIRECTIONS FOR SUBMITTING  
LICENSED PSYCHOLOGIST LEVEL DOCUMENTATION**  
*(required for all doctoral level applicants who graduated from programs which were NOT  
APA accredited at the time of the applicant's graduation from the program)*

**The following must be submitted for the Board's review:**

1. Completed Summary Sheet [LP DOC #2] (enclosed)
2. Completed Program Verification Form [LP DOC #3] (enclosed; to be completed by the Head of your doctoral program).
3. Abstract of your doctoral dissertation.
4. **Applicable pages** from the graduate catalogue which describe the doctoral program from which you graduated **as it was organized during the period of time when you were enrolled, including course descriptions; and which lists instructors involved in your program, including educational background.** [Note: It is the applicant's responsibility to copy and submit the applicable catalogue pages; submission of an entire catalogue, or catalogue or web pages for a period of time other than that which applies to the applicant's period of enrollment, is **not** acceptable.]
5. Documentation of each graduate level non-psychology course (i.e., courses without a psychology prefix or courses not taken in a psychology department) and for each psychology course that has a generic title (e.g., Special Topics, Selected Readings, etc.) which you wish the Board to consider toward meeting the minimum course hour requirements and/or curricular requirements. Documentation must include the following items *with the courses appearing in the order in which they appear on the graduate transcript(s)*. See example below.
  - a. course number, course title, and number of credit hours (indicate semester or quarter hours)
  - b. school and department
  - c. professor - name; degree; licensure status; and APA status
  - d. major texts or readings - author; title
  - e. concise, yet descriptive, course summary (50-150 words)
  - f. relevance to applicant's organized sequence of study or evidence that course is psychological in nature

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**EXAMPLE**

Sp/Ed 531      Mental Measurements      3 s.h.  
School of Education, Department of Special Education

**Professor:** John Doe, Ph.D.  
Licensed in New Mexico  
APA Fellow, Division 12

**Major Text or Readings:**  
Lyman, Howard B., *Test Scores and What They Mean*  
Cronbach, Lee J., *Essentials of Psychological Testing*  
Buros, O.K., *Mental Measurements Yearbook*

An introductory course in psychometrics which included basic statistics, test development and construction, reliability, validity, and standard scores. The course also included examination of various factors affecting psychological test results such as cultural bias, testing conditions, etc. A study of the use of various pencil and paper tests such as the *Children's Personality Questionnaire*, *Wide Range Achievement Test*, *Children's Test of Personality*, etc. was part of this course. Emphasis was also placed on an examination of the nature of intelligence and intelligence testing and the various theorists in the field.

Course was a prerequisite for more advanced courses which provided in-depth training in psychological assessment.

