



Doctor of Psychology (Psy.D.)

Program in

Clinical Psychology

Doctoral Student Handbook  
2010-2011

Clinical Psychology Doctoral Program  
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## INTRODUCTION

The Clinical Psychology Doctor of Psychology (Psy.D.) program is housed in the Department of Psychology and is a part of the College of Natural Sciences and Mathematics. The Department is composed of twenty-five full-time faculty members and a small number of adjunct psychologists. In Fall 1983, the Program admitted its first class of 21 students. The IUP PsyD program applied for accreditation in 1987 and it has been continuously accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA) since November 1987. The CoA can be reached at: American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, (202) 336-5979.

The PsyD program follows a local clinical scientist model of training with a strong emphasis on grounding professional psychological work in the scientific knowledge base of psychology. In addition to a practitioner orientation, we are committed to generalist training that provides broad-based exposure to skills that will permit graduates to adapt to the changing roles and responsibilities of professional psychology. Life-long learning is modeled and stressed.

## MISSION STATEMENT

Our mission is to advance the discipline of psychology, to develop the scientific base of psychology, to promote public understanding of psychological science and its applications and to advance the profession as a means of promoting human welfare.

## PROGRAM GOALS AND OBJECTIVES

The Psy.D. program has four program goals and accompanying program objectives. They are listed below:

**Goal 1:** Students will have a basic knowledge of the broad field of psychology with particular emphasis placed on knowledge relates to professional practice as is appropriate for a local clinical scientist along with the recognition that they will need to be a student for life as the field continues to grow and change.

**Objective A.** Students will acquire knowledge of the biological, social and cognitive/affective bases of behavior that provide a foundation for clinical practice.

**Objective B.** Students will acquire knowledge of human diversity and individual differences that provide a foundation for clinical practice.

**Objective C.** Students will acquire the ability to integrate knowledge gained from the field of psychology across domains and apply it to case conceptualization at the local level.

**Objective D.** Students may acquire the ability to integrate knowledge gained from the field of psychology to use in teaching others.

**Goal 2:** Students will acquire the skills and knowledge in clinical psychology that characterize an entry-level generalist in professional psychology, as well as additional competencies in assessment, adult focused, or child and family focused interventions should they choose, as well as a recognition that they will need to be a student for life as the field continues to grow and change.

**Objective A.** Students will acquire knowledge about intervention strategies and case conceptualization through a graded sequence of didactic and experiential activities.

**Objective B.** Students will acquire knowledge about the principles and methods of valid assessment and how to recognize if a new assessment instrument or procedure is valid and reliable through a graded sequence of didactic and experiential activities.

**Objective C.** Students will acquire knowledge of the principles and methods of ethical clinical supervision and consultation and gain some experience in consulting and providing supervision to others.

**Goal 3:** In all professional and training activities, students will act in a way that maintains the highest level of ethical behavior along with a recognition that they will need to be a student for life as the field continues to grow and change.

**Objective A.** Students will acquire knowledge of professional ethics and related legal issues in the practice of professional psychology and integrate it into their professional activities.

**Objective B.** Students will acquire a recognition that knowledge of individual and cultural diversity is critical to ethical professional practice.

**Goal 4:** Students will develop an appreciation for and understanding of the methods of inquiry and knowledge generation in psychology with emphasis on traditional approaches to clinical issues along with the recognition that they will need to be a student for life as the field continues to grow and change.

**Objective A.** Students will acquire knowledge of research design and statistical techniques to make them effective consumers of research.

**Objective B.** Students will develop the ability to integrate and apply knowledge of design and analysis as appropriate to the local clinical scientist model.

Within the Department, the Chair is the only faculty member with officially recognized administrative duties (e.g., faculty evaluations, course assignments). The Chair appoints with faculty approval a Director of Doctoral Studies (i.e., a Director of Clinical Training or DCT) who has overall program responsibility for the PsyD program. The DCT chairs the Clinical Training Committee (CTC) and the CTC oversees all aspects of doctoral training and makes recommendations to the Department regarding staffing and budgetary issues. Below program management is detailed.

## **PROGRAM MANAGEMENT**

Many of the policies and procedures described in this handbook were created and are implemented by the Clinical Training Committee (CTC) in the Psychology Department. The CTC consists of the Director of Doctoral Studies, additional faculty members appointed by the Department Chair, one member from the Counseling Center, and four doctoral students (one elected from each class). The CTC is the primary governing body of the doctoral program. Major policy decisions and changes in program requirements are subject to approval by the entire Psychology Department, and, in some instances, by The Graduate School, the University Senate, and other governing entities of the University. Except as otherwise noted here, doctoral students should consult with the Director of Doctoral Studies as a starting point for discussion on any policies or procedures or requirements. Appeal procedures from decisions of the CTC are described later in this Handbook.

Graduate students participate in the development and implementation of policies, procedures, and requirements in three ways: through membership on several committees within the Psychology Department (including the CTC).

Two graduate students are elected each year to serve on the Graduate Student Assembly (GSA). GSA provides voting representation on the Graduate Council and in the University Senate. The GSA also reviews Graduate Council policies, makes recommendations about graduate student affairs to the Council and to the Graduate Dean, and participates in judicial proceedings established for graduate students.

Doctoral students also elect student members to the following Psychology Department committees: Clinical Training Committee (CTC) (4), Psychology Department (1), Department Colloquium (1), Department Research Committee (1), and Steering Committee of the Center for Applied Psychology (CAP) (1). These mechanisms provide doctoral students with many opportunities for input into the management of their education. Students may present their concerns and ideas to their elected representatives or directly to departmental and committee meetings.

Doctoral students have formed the Psychology Graduate Student Organization (PGSO) which was formed in order to foster their professional, academic, and personal development. The organization has developed a handbook that details its structure and function. It is suggested that students review the handbook in order to become informed of the PGSO's mission.

## **ACADEMIC ADVISEMENT**

The program views the advisor/advisee relationship as a crucial element in successful doctoral program work. You are encouraged to maintain frequent contact with your advisor.

The Director of Doctoral Studies serves as the Major Advisor of all doctoral students. The Major Advisor is the student's contact person for all curriculum decisions, policy matters,

and form filling. You should meet with this advisor prior to or immediately upon enrolling in the first semester of work. At that time a tentative Plan of Study is completed which outlines your proposed sequence of course work, practica, etc. This Plan of Study must be updated each year, and you should discuss any deviations from it with your Major Advisor. Transfer of credit decisions are usually completed no later than during the first semester of enrollment because such transfer of credit modifies the Plan of Study. Transfer of credit procedures are described in a later section of this Handbook.

All students are also assigned to a faculty mentor who is available to discuss professional development and other issues not directly related to academic advisement. Mentors are assigned by the Director of Doctoral Studies with input from the faculty and students. After a student has selected a dissertation chairperson the student can request that the chairperson be reassigned as mentor.

By the beginning of the third year of study, the student will select an advisor for the Doctoral Project (see later sections). This advisor becomes the doctoral project committee chair, assisting the student in all phases of work on their Doctoral Project.

## **TRANSFER OF CREDIT**

Both The Graduate School and Psychology Department have policies and procedures regarding transfer of graduate credit.

**GRADUATE SCHOOL POLICY** (also see current Graduate School Catalog, p. 25-28, p. 88.)

Credit for graduate courses taken at another institution may, under certain circumstances, be incorporated into the graduate student's program at IUP. These courses must have been completed on the main campus of an accredited institution, or have been acceptable in its degree programs by that main campus. The grade earned must be a "B" or its equivalent or better. The time limitation rule cited below relative to credit applicability to an IUP graduate degree generally pertains without modification to transfer credit applicability. Transfer credits are not posted to the students' IUP graduate record until the student has been admitted to doctoral degree candidacy. Students wishing to transfer back to IUP credits taken at another institution while enrolled at IUP must receive advance written authorization for credit acceptance from the Dean of the Graduate School and the Major Advisor.

## **TIME LIMITATIONS**

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral course work unless an extension is authorized. Exceptions to the seven-year time limitation for transfer of credits may be recommended to the Graduate Dean on a case-by-case basis when course work taken at an earlier time plus subsequent professional experience are judged to be equivalent to current courses in the curriculum.

## **PSYCHOLOGY DEPARTMENT POLICY**

Transfer of credit into the Psy.D. program is done on a course-by-course basis. All transfer of credit requests must be initiated by the student to the Major Advisor. Transfer of credit may be granted for courses which are judged to be equivalent to courses in the program. A maximum of 36 semester hours of credit may be approved. As a part of the 36 transfer credits, a portion but not all of the practica requirement may be transferred for equivalent supervised experience. Course waiver may also be granted for supervised practicum, master-level internship, or professional experience (also see section entitled PRACTICUM). Each student must complete the remaining generic course work, the Elective course work/Special Proficiency, part of the practicum requirements, the Doctoral Project, and the Internship through IUP. Under unusual circumstances, exceptions to these policies may be recommended to the Graduate Dean. All students must pass the Preliminary Exams and Proficiency Evaluations regardless of transfer of credit.

### **Departmental Procedures**

The following procedures are used for evaluation of requests for transfer of credits:

1. The student supplies documentation on each course such as a course syllabus or outline, list of readings or texts, and catalog course description. Courses from departments other than psychology usually require more extensive documentation for evaluation.
2. The Major Advisor collects materials from students and submits them to faculty members who teach similar courses in the department. Faculty will make recommendations about approval of transfer credits for the IUP course(s) they teach. Students may be asked to supply more information to further aid transfer decisions.
3. The decision is reported to the student. If modifications are necessary, the student, the Major Advisor and faculty who teach similar courses will meet to resolve any credit transfer issues.
4. Final recommendations for transfer of credit are forwarded to the Graduate Dean for approval. The Graduate Dean notifies the student and the Major Advisor of the approved transfer credits.

## **EVALUATIONS OF STUDENTS**

As beginning professionals, students are expected to become familiar with, and follow, the policies and procedures of this doctoral program and IUP, the ethical principles published by the American Psychological Association, and the policies and procedures of the Center for Applied Psychology and out-of-department training sites.

Evaluation of each student's performance is conducted on an ongoing basis and may include student self evaluations, graduate assistantship evaluations, faculty evaluations, practicum supervisor evaluations, and Graduate School evaluations.



## **COURSE GRADES**

The most frequent and obvious form of evaluation occurs in individual courses. Each professor will detail his/her grading procedures for each course in a course syllabus. In some courses, grades are based primarily on exam scores. In other courses, the professor may incorporate class participation, clinical skill development, seminar presentations, and other requirements into the final grade. Students are encouraged to ask questions for clarification of grading procedures early in the semester.

In graduate courses, a grade of “A” indicates excellent performance, a grade of “B” indicates good performance, a grade of “C” indicates fair performance, and a grade of “F” indicates failure. A grade of “I” is used to record work which, as far as it has progressed, is of passing grade, but is incomplete because of illness, accident, pregnancy, or extreme personal disturbance. Consult a current Graduate School Catalog, p. 30-31 for description of other infrequently used grades and for policies regarding course auditing. A grade of “R” is used for doctoral projects that have not yet been completed.

## **PRACTICUM EVALUATIONS**

Practicum supervisors and the department practicum coordinator evaluate each practicum student each semester. The student completes a brief job description for each semester’s practicum and then submits to the faculty coordinator semester summaries of actual duties and work samples. The faculty coordinator will also contact each practicum agency during the semester. At the end of the practicum, the faculty coordinator using information provided by the student and the agency supervisor will determine the course grade. In addition, the practicum supervisor will complete a form assessing the student’s clinical skills and professional development. Each student will have an opportunity to complete a form assessing the practicum site and the quality of supervision received.

## **ANNUAL ACADEMIC AND PROFESSIONAL EVALUATIONS**

At the end of each year the Clinical Training Committee (CTC) completes an evaluation of academic, clinical, and professional development. The purpose of this evaluation mechanism is to provide to the student an overall review of their progress in the program and to assist the faculty in reviewing each students’ progress in the program and to assist the faculty in reviewing the effectiveness of the curriculum. At the end of each semester, all faculty members who have taught or supervised the student will be invited to assist in the evaluation. A summary of the evaluation is shared with the student and placed in the student’s departmental file. The student may add written comments to clarify the evaluation summary.

Our faculty members share a strong commitment to providing training which will produce excellent beginning-level professional psychologists. We accept into our program only those students whom we believe will make a contribution to the profession. However, we also recognize that student selection procedures and our training program are not perfect and that on rare occasions a student will not function at an adequate level. It may then be necessary to

recommend remedial work or to recommend to the Graduate School to dismiss the student from the program.

Such action might follow from inadequate course grades, failure to complete the required dissertation, serious professional misconduct, or serious inadequacies in clinical skills. For some of these areas fairly clear cut criteria are available to establish minimally adequate levels of performance (e.g., grades). In other instances, the professional judgment of faculty members will also be a factor. In all cases of deficiency, every attempt will be made to provide early feedback to the student, and wherever possible remedial activities will be encouraged.

The following criteria and procedures will be followed by the CTC whenever it concludes that serious deficiencies exist:

1. One course grade of “F” will result in the committee considering dismissal from the program. Two or more course grades of “F” will result in a recommendation to the Graduate School for automatic dismissal.
2. In instances of serious professional misconduct or inadequate clinical skills, the following steps will be followed:
  - a. The student will be notified in writing as to the nature of the deficiencies that exist and be given the evidence for those deficiencies.
  - b. The student will be invited to provide verbal or written input to the CTC to aid in the continuing evaluation process.
  - c. After consideration of the students’ response if any, the CTC may take a variety of steps if it concludes that the deficiency is serious. These steps may include, but not be limited to, recommending remedial activities, a recommendation to the Graduate School for delaying candidacy, or dismissal from the program. Completion of remedial activities will not guarantee future positive evaluations.
3. Students always have the right to appeal decisions of the CTC to the full department and then through proper university channels.

## **OTHER EVALUATIONS**

Satisfactory academic and professional evaluations are necessary for the student to earn candidacy for the M.A. and Psy.D. degrees. Students also must pass the Doctoral Preliminary Exam, and Research Proficiency Evaluation, and the Clinical Proficiency Evaluation. These are described in other sections of this handbook.

## **ELECTIVE COURSE WORK/SPECIAL PROFICIENCY**

In addition to the Core Requirements and Practicum, each student must complete the elective coursework/special proficiency requirement. To understand the nature and purpose of the requirement, it is necessary to distinguish between the Doctoral Core and the Proficiency.

## **DOCTORAL CORE**

The Doctoral core consists of sets of courses in general and clinical psychology that are designed to provide students with the necessary knowledge and skills to assess, understand, and alter human behavior. The Doctoral Core consists of a General Psychology Core and a Clinical Core.

### General Psychology Core

The General Psychology Core represents sets of courses in general psychology. This Core consists of courses in research methodology, individual differences, and physiological, social, and cognitive bases of behavior. The purpose of the General Psychology Core is to provide a firm background in basic psychological sciences.

### Clinical Core

The Clinical Core consists of four courses in psychological intervention [individual (2), group (1), and family therapy (1)] and three courses in psychological assessment (Assessment I, II, and III). The purpose of the clinical core is to develop generalist skills in these two areas: psychological intervention and psychological assessment.

## **SPECIAL PROFICIENCY**

The proficiency is defined as an area outside the Doctoral Core in which students receive beginning specialized training in the application of general clinical skills to specific populations and/or problems. The following guidelines apply:

1. The Special Proficiency is a concentration of three courses (9 credits) in a special area.
2. Some students take at least 3 credits of practicum in their proficiency area.
3. Special Proficiency courses are selected in consultation with the Director of Doctoral Studies and, in some cases, a special advisor.
4. Some students elect the special Child/Family Focus elective package which consists of Child Clinical, Advanced Psychotherapy with Children, and an external practicum in a child clinical setting. Other students elect the special Behavioral Medicine elective package which consists of Psychology and Medicine I and II and a relevant course elective or an external practicum.

## **GRADUATE CLINICAL PRACTICUM PROGRAM**

In keeping with the practitioner emphasis of a program in professional psychology, the basic goals of the practicum program are to help the student develop and refine clinical skills in the areas of clinical assessment, psychotherapy, family and group therapy, crisis intervention, consultation, professional issues, and evaluation. Students are introduced to various clinical skills through academic course work that includes Psychological Assessment I and II, Methods

of Intervention I and II, Family Therapy, Clinical Group Techniques, and other courses. Beginning in the second year (and earlier for students with advanced standing), doctoral students are required to register for practicum during each semester in which they are enrolled in the program.

The primary sites for this component of training are the three clinics which are housed in the Center for Applied Psychology: the Assessment Clinic, the Family and Child Clinic, and the Adult Stress and Habits Disorders Clinic. It is our belief that the supervision model employed in these clinics, which involves modeling and videotaped and live supervision, is the best training vehicle for the development of clinical skills. In order to ensure an appropriate breadth of experience for graduates to be able to function effectively as independent practitioners, students are also required to complete practica in two additional classes of external settings. Students may select from a variety of hospital/institutional sites and community mental health/counseling sites according to their interests and specialty area.

#### Objectives of Practica:

Practicum experiences are included in this program for several reasons. First, they provide an opportunity for the student to learn first-hand how to apply the theoretical knowledge introduced in the academic setting. They also afford the chance to develop and test interests, sharpen pre-existing skills, and learn by doing. Third, they help to develop confidence and to point out areas to be strengthened. Finally, placements in a variety of settings ensure exposure to multiple professional and supervisory models and breadth of preparation for employment in the field.

More specifically, the supervised practicum experiences are of several types. These include:

1. Psychological assessment of clients, using a broad spectrum of techniques.
2. Individual, family, and group methods of behavior change.
3. Client-oriented contacts with other health-care professionals and agencies in the human services field.
4. Evaluation of individual and community mental health programs. Most settings provide experiences in several of these areas simultaneously, although students typically will concentrate in one or two of these.

#### Prerequisites for Practica:

Students without prior experience spend their first year on campus completing basic coursework and electives. The subsequent years include practica and relevant coursework. Course prerequisites to most practica are Psychological Assessment I and II and Methods of Intervention I and II. Exceptions may be considered on an individual basis. In addition, an overall grade point average of 3.0 in our 4.0 system is necessary before application for practicum may be considered. Certain practica require that the student achieve at least a "B" in the assessment and intervention courses.

### General Practicum Policies:

1. Each student is required to complete a minimum of 21 credits of practicum. A maximum of 12 credits may be waived or transferred for students having extensive supervised work experience that is deemed equivalent to practicum training. Waivers do not lower the number of credits required for graduation, and the requirements for internal practica must still be met.
2. The Intervention II lab does not count as practicum credit; rather, these experiences are prerequisites to internal and external practicum requirements. Advanced standing students may meet this prerequisite through past experience.
3. Beginning with the second year, each student in the program will be assigned to one of the CAP clinics on a yearly basis (three consecutive semesters). Students may register for the clinics each semester.
4. Students will rotate through at least two of the three CAP clinics, earning at least 12 credits in these settings.
5. An additional nine credits of practicum will be earned in two different external settings. Each setting should provide a different range of clinical experience.
6. Students are required to obtain professional liability insurance when they enter the program and maintain it throughout enrollment in the program. Students must provide verification of their coverage to the CAP. This insurance is available through the APA's endorsed carrier for a yearly fee, and information and application forms may be obtained from the Doctoral Studies office or [www.apa.org](http://www.apa.org).

### Student Selection:

Prior to the beginning of each academic year, the Practicum Committee will meet to review eligible students and make assignments to CAP clinics on the basis of their training needs and a completed CAP Practicum Application Form. Students must rank order their preferences for placement on this form, and indicate how practicum credits for this site will be distributed throughout the year.

If a student is planning an external experience, the External Practicum Application Form must be completed at midterm or earlier in the prior semester. The Practicum Committee will then make an assignment based upon a compatibility of student interest and the needs of the practicum setting. Upon approval each student then arranges an interview with the practicum setting. As part of the interview, the setting may request copies of previous psychological evaluations, case conceptualizations, or other qualifying data. At its discretion, the site indicates its acceptance or rejection of the student. At this time, the student may exercise his or her option to reject the assignment to that setting. Reassignments are made when necessary.

### Student Responsibility:

When assigned to CAP placements, the supervising faculty member will negotiate requirements with the student. Such requirements may include supervision of other students,

directed readings, presentations to other clinic colleagues, or reviews of clinical techniques or interventions with a specified population.

When assigned to external placements, the students will arrange with the agency supervisor the days and time they will be on site. Students are expected to complete a minimum of one full day of work for 15 weeks for each 3 hours of credit. The student is expected to participate in the activities assigned by the agency supervisor, and is directly responsible to this supervisor. The academic requirements for these placements will be negotiated by the student and the Practicum Committee. Grades will be assigned by the department practicum coordinator in consultation with the placement supervisor.

Application materials and descriptions of available settings are available in the doctoral program office.

## **PROFICIENCY EXAMINATIONS**

The purpose of the preliminary and proficiency exams is to assess the student's ability to integrate and apply knowledge and skills. Courses and papers allow the student to compartmentalize. The search for solutions to problems often stops at the arbitrary boundaries imposed by course content or semester deadlines. Preliminary and proficiency exams require the integration of knowledge that crosses course boundaries. Successful completion of these exams demonstrates mastery of content and integration of knowledge in basic areas of psychology.

There are three parts to this examination and evaluation process: Research Methodology Proficiency Evaluation, Doctoral Preliminary Exam, and Clinical Proficiency Evaluation.

### **RESEARCH METHODOLOGY PROFICIENCY EVALUATION**

The purpose of the Research Proficiency Evaluation is to assure that students understand basic psychometric theory and research methodology designs and problems, especially those frequently used in clinical psychology.

The evaluation covers the research methodology content from PSYC 801: Research Methods I, and PSYC 802: Clinical Research Methods, and the psychometric content from PSYC 842: Psychological Assessment II and the course PSYC 803: Evaluation Research.

The evaluation is administered immediately after students have completed these courses, typically at the beginning of the spring semester of the second year. The examination is passed if the student achieves an average grade of B or higher. This evaluation must be completed before the student may be admitted to candidacy for the doctoral degree.

Students should prepare for this evaluation in the same manner as described in the previous section under Doctoral Pre-Lim examination. As noted there, sample answers are available in 201 Uhler.

Re-examination:

If the student achieves less than a B average, but no more than one question is graded below B, the student has the option of an oral follow up examination on the question failed no later than three weeks after notification of the examination result. No oral examinations are allowed after the three week period. The oral follow up examination is conducted under the following guidelines.

1. The Examination Committee will write a new question on the general area of the failed question and submit it to the student. The student will be granted up to 30 minutes for consideration of the question, and then the Committee will examine the student on the question and related topics.
2. The Examination Committee will consist of three faculty members. The Committee will consist of the writer of the original question, the second reader, and a third member appointed by the Director of Doctoral Studies.
3. The examination will be video-taped to provide protection for the student in the event of an appeal through University approved appeal procedures.
4. After the oral examination, a pass/fail decision will be made by the Examination Committee. This pass/fail decision is the final result of the first examination.

If the student receives an average grade lower than B and fails two or more questions, or elects not to take the oral follow up, or fails the oral follow up, a second written examination is offered in the month of August of the same year. Procedures for passing, failing, and oral follow up are identical to those of the first examination.

Should the student fail the second exam, the third and final examination is offered in the immediately following January. The student must obtain an average grade of B to pass this exam. No oral follow up is permitted after this examination, and failure of the examination results in automatic dismissal from the program.

## **DOCTORAL PRELIMINARY EXAMINATION**

The Doctoral Pre-Lim Exam will typically be scheduled at the end of the spring semester of the second year.

Preparation:

It is common for students to feel anxious about taking such an exam. This exam may be one of the few times a student is required to fully integrate knowledge. While there is very little published literature on how to prepare for such exams, the following ideas may help:

1. Course syllabi for all doctoral core courses are available in 201 Uhler for review. Pay attention to current course content and reading lists.
2. A few articles are available in 201 Uhler which describe the nature and function of pre-lim exams along with suggestions for preparation.

3. You may review the file that contains a sample of old questions available in 201 Uhler. The file contains an example of excellent, average, and less than average answers. Consider writing out your answer to one or a few of these questions. Other students or a faculty member may be willing to critique it for you.
4. Begin to prepare early. If necessary, read basic information prior to working on integration.
5. One author recommends spending an hour a day struggling with integration of information on a topic.
6. Be sure to keep up on the current literature in areas introduced in your courses and in such journals as the American Psychologist.
7. Consider forming study groups.

#### Question Generation:

The Preliminary Examination Subcommittee solicits potential questions from all faculty members about one month prior to the scheduled examination date. The Subcommittee selects items from this pool. Preference is given to questions that require integration of topics and application to clinical phenomena.

#### Examination Content and Schedule:

Examinations are offered at the end of the Spring Semester. The examination typically consists of eight to twelve questions drawn from two general content areas.

1. Basic psychological processes--This examination consists of questions drawn primarily from the content areas addressed in the following courses: Drugs and Behavior, Models of Learning, and Social Psychology.
2. Clinical psychology--This part consists of questions drawn from Intervention I and II; Assessment I and II; Advanced Psychopathology; Personality Theory and Systems of Psychotherapy; and Family Therapy.

#### Examination Grading:

Each question is graded by two readers. The readers typically include the person who generated the item and one other person. The examination is passed if the student achieves a B average or higher. Disagreements which affect a student's passing or failing the exam are resolved by discussion between the two readers. If no resolution can be reached, a third reader is used to resolve the disagreement.

#### Policies:

1. Students may sit for the exam at any time; however, students typically will take the exam immediately after completing relevant course work.
2. Students must notify the Chair of the Preliminary Exam Subcommittee of their intention to take the exam at least two weeks prior to the exam date.
3. Students who fail the exam must retake it within one year.



4. Failing the exam three times will result in dismissal from the program.
5. Students must pass the examination prior to beginning internship.
6. Students may not register for more than 6 credits of Dissertation without having passed the preliminary examination.

## **CLINICAL PROFICIENCY EVALUATION**

This evaluation is typically scheduled during the third or fourth year.

### Purpose:

The purpose of the Clinical Proficiency Examination is to allow the student to demonstrate the appropriate pre-internship level of general psychological practice consistent with the standards of the Psy.D. program and the expectations of internship sites. The examination also provides an opportunity for the student to engage in lively discussion with faculty members about clinical problems.

### Content:

The examination will be based on samples of the student's work in assessment and in intervention with one or more clients. While considerable flexibility will be afforded students in preparing their work samples, the minimum requirements consist of the following:

Assessment work sample: Students will present a psychological evaluation which will include an intake interview and the administration of at least two appropriate tests (usually one cognitive test and one personality test). On the basis of this assessment and other available and pertinent records, the student will write a psychological report that will include an analysis and interpretation of data and a treatment plan or other response to the referral question. Copies of test profiles must be attached (include raw test data only if it demonstrates something unique).

This assessment and the report must represent the best that the student can do. As such, the student may want to administer more devices than minimally necessary and the report should be "polished."

A commentary may supplement the report to provide additional background information about the client, to comment on the choice of assessment devices, and to provide any additional information that would help the reader understand the case. You should provide enough detail either in the report or in the commentary so that the assessment work sample stands on its own for the readers.

Intervention work sample: Students will prepare an audio or video tape of one or more therapy sessions (but not to exceed one hour of reviewing time for the committee). A commentary should specify the nature of the client's problems, your treatment plan and theoretical orientation, what you attempted to accomplish in the tape segment, and follow-up information on treatment if available.

Oral examination: The student will discuss the work samples with the Examination Committee. The discussion will cover the written and taped work, research findings, and ethical and legal considerations relevant to the case or cases under review.

The work samples must represent the student's best work, and the committee expects the student to be confident of chosen interventions and assessment conclusions. The evaluation is not a case consultation in which advice is sought about the cases. The committee expects the student to have been thorough in preparing the work samples. Achieving this thoroughness requires going beyond minimal standards of practice.

#### Procedures and Guidelines:

1. The Clinical Proficiency Examination may be taken any time after the completion of the pre-lim examination and must be passed prior to applying for the internship.
2. Be sure to obtain written consent from your client for this use of materials. You may use your agency form or our special form. A consent form that specifies this use of client material should be signed.
3. The Examination Committee will consist of three faculty members. Two members will be assigned by the Director of Doctoral Studies; the student will select the third member who will serve as Chair of the committee. The chair should not have supervised either case.
4. The student will schedule the oral exam. The committee chair does not coach the student, help to rewrite materials, or act as the students' advocate. Rather, the chair assists the student in carrying out the mechanics of the evaluation, and the chair convenes the meeting and writes the final summary.
5. The student must submit all work samples and commentary to each committee member at least one week before the exam. Be sure all client identifying information is removed. Pseudonyms should be used. In addition, specific details of the client's life should be down played.
6. The examination will typically take two hours and will involve discussion of the work samples and related professional issues.
7. The Committee Chairperson will give feedback to the student at the end of the examination period. A summary report will be filed with the Director of Doctoral Studies.
8. In the event of unsatisfactory performance, remedial work may be suggested and the student will be required to repeat all or part of the exam based on additional work samples.

## **DOCTORAL PROJECT**

### **INTRODUCTION**

The doctoral project is a culminating activity which requires the student to demonstrate mastery of an area of professional interest and to make a meaningful contribution to the solution

of a problem or question. The project requires a review of the literature and the collection and analysis of data. An oral presentation of the proposal and an oral defense of the finished project are required. Depending on the statistical and methodological preparation of the student, a doctoral project might consist of an experimental research project; the implementation and evaluation of a workshop, a clinical intervention, or training program; a needs assessment; development of an assessment procedure; and implementation and evaluation of an intervention technique with a unique clientele through a series of single case designs.

The doctoral project in the Psy.D. program has a different emphasis and purpose than a traditional dissertation does in a Ph.D. curriculum. In a traditional Ph.D. program, the dissertation is a demonstration that the student is capable of independently conducting a rigorous study. The student becomes the expert in the literature under question and in the research methodology and the statistics which are appropriate. Extensive individualized study and preliminary research projects are typically necessary. The dissertation launches the Ph.D. student into a research career. In the Psy.D. doctoral project the student will master the literature in the area of the chosen topic and design and carry out a research project. The student's committee will assist in designing the study and in analyzing the results. The final product must demonstrate that the student can critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study. The project aids the Psy.D. student in developing the critical thinking skills and the writing skills essential for professional practice in a manner consistent with the traditions of psychology.

## **GENERAL DEPARTMENTAL POLICIES**

The following general policies have been adopted by the Clinical Training Committee to assist students and faculty in completing doctoral projects.

1. There is a limit to how many students faculty member may supervise at one time. The ceiling is usually 3 projects although this may vary depending on the phase of the projects. Students should talk with faculty members as early as possible in the process of generation of ideas.
2. Students enroll for Dissertation in blocks of 3 or 6 credits for a total of 9 credits.
3. Students must select a committee chair by the time of enrollment for the first 3 credits. Chairing dissertations affects the formal work load of faculty members.
4. Doctoral students must register for their first 3 credits of Dissertation no later than after they have accumulated 72 credits toward the doctorate and/or not later than the fall semester proceeding the year of internship.
5. Students may not register for the last 3 credits of Dissertation until they have successfully completed the proposal. Following approval of the proposal, students have 2 years to complete the Dissertation. Failure to complete the Dissertation within this time limit may result in a grade of F in Dissertation and/or a requirement that a new proposal may be submitted. A student may petition the Clinical Training Committee for an extension of the time limit.
6. Students should be cognizant of the seven-year limit on completing all doctoral work.

## THE PROCESS

The following guidelines will help the student through the process of the Doctoral Project. A Dissertation manual available from the Director of Doctoral Studies and the Graduate School outlines all Graduate School requirements including issues of format and style, proper forms, deadlines, etc.

## FORMS

Four forms document the student's progress on the Doctoral Project. **All forms are available from the Director of Doctoral Studies, and all forms are returned to that office for review and further distribution.** Most students file all four forms at the time of the proposal.

The first form, Human Subjects Review Protocol, outlines the steps the student must follow to protect the rights of subjects. The form requests a summary of the project, with specific attention given to subjects' rights. Review this protocol with your project advisor and obtain the advisor's signature. The form is presented to the Director of Doctoral Studies for review and for distribution to the departmental Research Review Committee. When the Research Review Committee has approved the project, the protocol is copied and sent to the Graduate School for review by the Institutional Review Board (IRB). The IRB committee meets monthly to review such proposals (materials must be submitted at least one week prior to their meeting time), and the schedule of meetings is available from the Director of Doctoral Studies. The student and/or the advisor is strongly encouraged to attend the IRB meeting to respond to questions. Federal law requires that approval from the IRB be obtained before data may be collected.

The second form, Research Topic Approval Form, asks for project title and names of committee members (the Dean checks them for eligibility to serve on dissertation committees) and a summary of the proposed project (to simplify matters, you may use the summary that was prepared for the prior form). The form and summary are turned in to the Director of Doctoral Studies for review and signature before being distributed to the College Dean and to the Graduate School.

The third form, Human Research Approval Form, is used by the departmental Research Review Committee in their evaluation of the proposal. Submit it along with the other forms to the Director of Doctoral Studies.

The fourth form, Research Approval Form, is used by the project committee to verify that you completed the proposal. The form is signed and filed with the Director of Doctoral Studies. The student retrieves the form for the project defense meeting, and it is then permanently filed in the office of the Director of Doctoral Studies.

It is obvious that the doctoral project is paperwork intensive. The Director of Doctoral Studies and the project advisor will assist with the process. **Be sure to turn all four forms in to the Director's office before they are distributed elsewhere.**

## **THE DOCTORAL PROJECT COMMITTEE**

The Committee will be composed of a minimum of three members. The student initially selects the chair who must be a member of the psychology department. The student and chair of the committee consult and select at least two other committee members, one of whom may be outside the department. The full committee must be approved by the Director of Doctoral Studies and by the Dean of the Graduate School. The committee chairperson is the primary resource person for the student and assists the student in designing the project and revising written work. The committee chairperson is also responsible for securing room reservations for meetings and the proper forms and signatures. The Committee is the final decision making body regarding the details of the project. The committee chairperson, in consultation with the committee, assigns the grades for the project. The Dean of the Graduate School gives final approval to the written project.

## **COMMITTEE MEETINGS**

The student and the committee meet as necessary to complete the project. Two formal meetings are required: a proposal meeting and an oral defense meeting.

Prior to the proposal meeting the student provides a final written draft of the proposal to each committee member. The proposal will usually include a literature review, a statement of the problem under study and hypotheses, and a detailed method section. At the proposal meeting, the student makes an oral summary of the background literature, the problem which has been chosen for study, and an outline of the proposed research methodology. The approval of the committee is necessary before the proposal may be implemented. The student and committee members complete the Research Approval Form and file it with the Director of Doctoral Studies who transmits it to the Graduate School. Students may not collect data for the project until the Graduate School has approved the project. (The Graduate School is concerned primarily with protection of subjects' rights).

The second meeting, the oral defense, is held after the student has completed all data collection and the writing of the project. All faculty and graduate students are to be invited to attend. Prepare a one-page abstract for this invitation. At this meeting the student presents background information on the problem area, the research methodology, and a summary of the results. The oral summary should not exceed 30 minutes. These meetings are usually informal in that committee members and others will ask questions or interject comments along the way. This meeting is not intended to be a time to intimidate or interrogate the student. It serves the functions of giving practice at making presentations and for others to be informed about research in the department. At the conclusion of the defense, the committee will meet to determine whether the project is acceptable and what, if any, changes should be made to the final written product before submission to the graduate school.

## **INTERNSHIP**

In addition to practicum, each student must complete an internship in a facility approved by the Clinical Training Committee. In contrast to practicum, the internship provides more in-depth and long-term involvement, and it is designed to assure a professional level of competence in several skill areas. Internship also provides an opportunity to develop more fully an identity as a health care professional. The internship usually will occur in the last year of study.

### **CRITERIA FOR APPROVED INTERNSHIP**

Our criteria have been adopted from those used by the National Register for Health Service Providers in Psychology and by Association of Psychology Postdoctoral and Internship Centers (APPIC).

1. All APA-approved and APPIC sites will automatically be deemed to be of acceptable quality.
2. The setting must have an organized training program, in contrast to supervised experience or on-the-job training, to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
3. The internship agency clearly designates a staff psychologist who is responsible for the integrity and quality of the training program and who is licensed to practice psychology.
4. The internship agency must have two or more psychologists on the staff as supervisors, at least one of whom is licensed as a psychologist.
5. Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised. At least half of the internship supervision must be provided by one or more psychologists.
6. The internship must provide training in a range of assessment and treatment activities conducted directly with clients seeking health services.
7. At least 25% of the trainee's time must be spent in direct client contact (minimum 375 hours).
8. The internship must include a minimum of two hours per week (regardless of whether the internship was completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services in psychology rendered directly by the intern. There must also be at least two additional hours per week in learning activities such as: case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision.
9. Training will be at the post-clerkship, post-practicum and post-externship level.
10. The internship agency must have a minimum of two interns at the internship level of training during the applicant's training period.
11. The trainee will use a title such as "intern", "resident", "fellow", or other designation of trainee status.

12. The internship agency must provide a written statement or brochure which describes the goals and content of the internship and states clear expectations for quantity and quality of the trainee's work.
13. The internship experiences (minimum 1500 hours) must be completed within 24 months.

## **PROCEDURES**

1. During the fall semester, typically in September, the Director of Doctoral Studies will hold a meeting for all students who plan to apply for internship. Procedures for applying will be discussed.
2. In order to apply for internship the student must:
  - a. have completed or scheduled all course and practicum requirements.
  - b. passed the Pre-Lim, Research Proficiency, and Clinical Proficiency exams.
  - c. successfully defended the doctoral project proposal
  - d. received satisfactory academic and professional evaluations.
3. Application procedures change from year to year as do APPIC application materials.

These changes are part of the reason for the meeting each September. In that meeting the materials the student should submit to the Director will be identified. Although they change from year to year, the following is typical: (a) list of application sites, (b) vita, (c) APPIC readiness forms to be completed and signed by the Director, and (d) a copy of the basic APPIC application.

## **IUP STUDENT GRADE APPEAL POLICY**

### **GRADE REVIEW POLICY**

If a student disagrees with the evaluation of his/her work by the instructor, but has no basis for a charge of "discrimination" or "capricious evaluation," the student should discuss the matter directly with the instructor, and if unsatisfied, with the department chairperson, and if still unsatisfied, with the Dean of the College in which the course was offered. In such cases, the decision of the instructor shall be final.

If a student believes that an improper grade has been assigned, an appeal may be filed on the following grounds:

1. Discrimination--On the basis of race, religion, national origin, sex, age, ancestry, handicapped status, affectional or lifestyle preference, or political affiliation.
2. Capricious Evaluation--Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or grade assigned arbitrarily on the basis of whim or impulse. The student may not claim capriciousness if he disagrees with the subjective professional evaluation of the instructor.

## PROCEDURES OF APPEAL

### Level I: Informal Resolution

Every effort should be made to resolve the disagreement at Level I. The student must first seek a resolution to the disagreement with the instructor. If the student is not satisfied with the results, the student must then speak with the chairperson of the department that offers the course. If still dissatisfied, the student must discuss the matter with the Dean of the College in which the course is offered. A Student Government Association (SGA) member may accompany and advise the student during the Level I procedures. Only after all attempts for resolution at Level I have been exhausted may the student initiate Level II.

### Level II: Appealing Screening

1. Composition--Each year there shall be appointed a Grade Appeals Committee to determine the existence of the substantive basis for appeal. The Committee will be composed of seven voting members: three faculty members appointed by APSCUF, three faculty/administrators elected by the Senate Academic Committee, and one student elected by the Senate Academic Committee. A voting majority of the Grade Appeal Committee must be faculty members.
2. Procedure to Initiate Appeal--To initiate Level II of the appeal, the student must file an appeal form with the Provost's Office. This form must be filed within sixty (60) calendar days of the beginning of the semester immediately following the semester in which the grade was received. (Note: Grade appeals will not generally be processed during the summer. Therefore, the appeal of any grade received in the spring or summer sessions normally will be processed in the fall. A review will be scheduled in the summer only when the student's academic eligibility is jeopardized by the grade in question or when the student is a graduating senior.) The Provost's Office will notify the appropriate dean, department chairperson, faculty member, and the SGA President of the student's initiation of the Level II process.
3. Procedure to Process Appeal--The student will be expected to submit written documentation of his/her complaint and the faculty member will be expected to submit in writing the course grading procedure and any other pertinent information. Appeals based on discrimination will be reviewed according to current standards of non-discriminatory action. Appeals based on capriciousness will be reviewed in light of the faculty member's announced evaluation and grading system. The Committee will review the materials to deny or confirm appeal continuance. Denial of appeal continuance must be by a negative vote of four members of the Committee. This Committee will inform the Provost's Office of its findings. Within five (5) working or class days of the Committee's report, the Provost or designee will notify the student and the faculty member of the findings. If the basis for appeal is determined to be substantive, the Provost or designee will convene a Grade Review Panel within fifteen (15) working or class days.



### Level III: Appeal Review

1. **Composition--**The Grade Review Panel will consist of five voting members: one academic dean or associate dean and four faculty members. Four-fifths of the voting members will be a quorum. The SGA Academic Affairs Committee chairperson may advise as requested by the student. The Affirmative Action officer will advise in appeals based on discrimination. The Panel will be constituted from the Grade Review Pool by random selection. The panel chairperson will be elected by and from the panel before each review.
2. **Membership--**The Grade Review Pool will be established in the spring term to serve for the following academic year. The Pool and rotational order within the pool will be established by the Office of Institutional Research. A pool of three deans or associate deans and twelve full-time faculty members will be maintained. In establishing the membership for each review panel, prior to each review the names of those designated as primary members of the specific panel and available as alternate will be supplied to all parties involved. A panel member may request (to the Provost or designee) disqualification due to a conflict of interest. The student and the faculty member may eliminate names in proportion to the composition of the panel. Each may eliminate only one dean/associate dean and four faculty. Resulting vacancies will be filled from the appropriate pool of alternates so that the panel will be composed of one dean/associate dean and four faculty. If thorough self-disqualification and challenges a panel cannot be constituted from the pool, then the Office of Institutional Research will supplement the pool using appropriate random selection methods.
3. **Procedure--**
  - a. Both the student and the instructor will have the right to appear before the Panel and offer evidence. In addition to those specified in Level III, Section 1, each may also bring one observer with who they may consult, but who may not participate in the review.
  - b. The Panel shall determine its rules of order for internal operation. After hearing the evidence brought forth, the Panel will privately deliberate and render a decision. If the grade appeal is upheld, the Panel will constitute a Committee of three appropriate faculty (ordinarily faculty from the department in which the course is offered) who will review the student's work and determine the appropriate grade or suitable remedy. The Panel will incorporate this information in the determination which they then forward to the Provost's Office for implementation. (The Panel may recommend or the department may deem it appropriate that the grades of other students in the class also be reviewed).
  - c. The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the Committee's evaluation and remedy will be included. All documents supporting the report will be sealed and kept only as long as necessary to insure the appropriate action is taken (normally one year) before being destroyed or returned to the individual presenting the evidence.

## **GRADUATE APPEALS PROCESS FOR MATTERS OTHER THAN GRADES**

When a doctoral student wishes to waive or modify a program requirement, the request must be made in writing to the Clinical Training Committee (CTC). The training committee's decision will become part of the student's file.

### **APPEAL PROCEDURES**

Graduate students have the right to appeal decisions of Psychology department committees including decisions to recommend a specific action to the Graduate School (i.e., dismissal, probation, delay of candidacy, etc.). The appeal process involves several possible steps.

The first step is to present a written notice of an appeal to the Chairperson of the Psychology Department within two calendar weeks of notification of the decision. A meeting between the student, chairperson and a representative from the Committee will be set by the chairperson. The student shall be notified of the results of the meeting within two calendar weeks.

The decision of the chairperson shall be final and not open to further appeal unless the student can present evidence that the initial committee decision and the chairperson's decision were based on one or more of the following factors:

1. Discrimination (e.g., sex, race, religion, or personal beliefs)
2. Unsubstantiated claims (e.g., "We suspect the student behaved in an unethical manner with a client")
3. Failure to follow procedures established and published by the Clinical Training Committee or Department.

The student may not appeal until he/she has been notified that the department chairperson has denied his/her appeal or the Graduate School has decided in favor of a recommendation from the Department. If the student elects to present another appeal based on the above factors, the student must submit the appeal in writing to the Dean of the Graduate School within two calendar weeks from receiving the chairperson's decision.

The Dean will appoint a committee consisting of five faculty members. This committee will meet with the student within three weeks of the notification of the appeal. Recommendations of the committee shall be based on simple majority vote of the five members and shall be made to the Graduate Dean. The Graduate Dean will notify the student and the department chairperson of its decision within two calendar weeks of the meetings. Should the committee find in favor of the student, the committee shall make a recommendation as to the proper disposition of the case.

No part of this appeal procedure shall become part of the student's college record. All discussions and documents are to remain strictly confidential by all parties concerned.

## **DEGREE CANDIDACY**

### **MASTER'S DEGREE/CANDIDACY**

Students who do not possess an M.A. in psychology upon program entry will routinely obtain the Master's degree en route to the doctorate. Requirements for candidacy to the M.A. degree are the successful completion of 24 semester hours, with an average of 3.00 GPA and the recommendation of the Clinical Training Committee based on satisfactory academic and professional evaluations. The M.A. in clinical psychology will be awarded after the successful completion of 54 semester hours and satisfactory annual academic and professional evaluations. The 54 credits must include 9 hours of practicum and 45 hours of approved credits from the generic coursework of the Psy.D. degree.

### **DOCTORAL CANDIDACY**

The candidacy for the Psy.D. will be awarded following the completion of all M.A. requirements plus an additional 9 credits, successful performance on the Preliminary Examination and Research Methodology Proficiency Evaluation, and satisfactory annual academic and professional evaluations. An average GPA 3.00 is necessary for candidacy.

## **EVALUATION FOR GRADUATION**

In the semester preceding graduation the student must file an Application for Graduation with The Graduate School. Deadlines for application are published annually by The Graduate School.

At the time of application, the Major Advisor completes a final review of the student's record and either recommends graduation or notifies the student and The Graduate School of deficiencies.