School Psychology Program
Department of Educational and School Psychology
Indiana University of Pennsylvania

Introduction

This handbook is designed to guide students who are matriculating in the specialist and doctoral training programs in school psychology at Indiana University of Pennsylvania. In addition to this document, students are also urged to access the following documents for a complete understanding of all of the requirements relating to various degree and certification requirements:

- IUP Graduate Student Catalog
- IUP Thesis/Dissertation Manual

Program Philosophy

The School Psychology Program at Indiana University of Pennsylvania has been developed for the initial preparation and continued training of school psychologists who work with school and family-related problems of children. School psychology is seen as a specialty within the profession of psychology, and focuses on the psycho-educational abilities and development of children in the context of their individual cultural, educational, and familial experiences.

The school psychologist's role includes the prevention, assessment, and remediation of child and adolescent learning and behavior problems through direct and indirect services. Thorough knowledge of child and family development, typical and exceptional behavior, cultural influences on behavior, sound educational practice, and a wide range of diagnostic, remedial, and consultative skills are seen as essential for carrying out this role.

In this scientist-practitioner oriented program, training is provided in the context of a continuously changing research base and the evolving role expectations for school psychologists both nationally and within the Commonwealth of Pennsylvania. Both the specialist and doctoral programs are approved by the National Association of School Psychologists.

Program Objectives

The School Psychology Program at Indiana University of Pennsylvania is designed to ensure that the professional school psychologist who completes the program will have the knowledge base, practitioner skills, and professional qualities necessary to provide services and leadership within the schools and community to children and their families.

In order to provide these services, the school psychologist must achieve and demonstrate competence in the following areas:

- Data-based decision-making and accountability
- Consultation and collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

The overall program structure allows for the training of post-baccalaureate students entering the field of school psychology, professional educators wishing to change their roles within the schools, and practicing certified school psychologists who want to update and expand their skills at the doctoral level. For the latter students, careful review and documentation of past training, work experiences, and current competencies are used to identify training needs and the specific program requirements essential to produce a high degree of professionalism in school psychology.

Admission and Matriculation

The School Psychology Program at Indiana University of Pennsylvania is a multiple-entry-level graduate program culminating with an educational specialist certificate as a school psychologist in the state of Pennsylvania and/or a Doctorate of Education in school psychology. Individuals with a bachelor's degree may enter the program as master's degree candidates and, during completion of their master's level coursework, may apply for acceptance into the post-master's school psychology certification program. Some students terminate their studies at the certification level. Students who desire to apply for the doctoral program may do so at any time during completion of their certification program. Students showing exceptional potential may apply directly to the doctoral program, receiving certification as school psychologists as they progress toward the doctorate. Individuals who already possess a master's degree in a closely allied field from an accredited institution may apply directly into the certification portion of the program, but may be required to make up certain master's degree courses. Completion of the entire doctoral program involves a minimum of 102 credits beyond the bachelor's degree with 69 credits beyond the bachelor's degree being required for the specialist certificate.

Students who are already certified as school psychologists through another fully accredited institution may apply directly to the doctoral program. The sequence of courses required of these students is determined by a review of their past training and their performance on both a content and practice competency evaluation. The minimal core program for these students is 42 credits beyond the specialist certification. Additional coursework may be required based on the performance evaluation of the student upon entry.

Admission into the program at all levels requires evidence of previous scholarship and/or potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field.

Master's Degree

The *Master's in Educational Psychology* is designed for those who plan to pursue certification in school psychology after the master's degree or for students who desire the master's as a terminal degree. The program includes a minimum of 36 credits, culminating in the Master's of Education (M.Ed.) degree. All students complete coursework in educational and general psychology; individual differences; the cognitive, affective, and social bases of behavior; behavioral studies; research; and electives. Specific course requirements are available on the department website (www.iup.edu/schoolpsychology). Students must maintain a grade point average of at least 3.25 in the master's program in order to be eligible to apply for the school psychology certification sequence. Continuous enrollment of a minimum of 6 credits per semester and 6 credits per summer session is required for the M.Ed. degree unless waived by the Coordinator of the Certification Program and the School Psychology Committee.

Certification in School Psychology

The *Certification in School Psychology* program (33 credits beyond the M.Ed. degree) is designed to provide the student with specific clinical skills necessary to function as a school psychologist. Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, exceptionalities, law/ethics, and the use of psychological skills in multicultural educational settings. Specific course requirements are listed available on the department website (www.iup.edu/schoolpsychology).The certification program includes a number of practica experiences and an internship that encompass a minimum of 1,200 hours, at least half of which must occur in a school setting. Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Continuous enrollment in a minimum of 9 credits per semester and 6 credits per summer session is required for the certification program unless waived by the Coordinator of the Certification Program and the School Psychology Committee.

Doctoral Degree

Doctoral students who complete all of their graduate training at IUP enroll in selected advanced doctoral courses as they progress through the certification program and complete their doctoral coursework during two to three summers following the completion of certification as a school psychologist. These students meet the requirement of at least one year of full-time residency during completion of their certification. Students entering the doctoral program with certification from other universities establish residency by taking 24 credits over the course of two calendar or academic years. All doctoral students must complete a minimum of 21-27 credits of on-campus doctoral coursework following completion of their certification programs. The residency requirement is designed to provide continuity of course content and enhance a student's professional

identity within school psychology. It also provides an opportunity to share scholarly communication and activities with fellow students and faculty. Throughout their residency, students are encouraged to engage in joint research projects and professional presentations with program faculty. Planned social activities also support the collegial atmosphere of the program.

The doctoral courses include study in individual differences; the biological, cognitive, affective, and social bases of behavior; scientific and professional ethics and standards; research design and methodology; and statistics and psychometrics. The program is designed to enhance the generalist competencies of school psychologists to allow students to gain advanced skills in research, assessment, and intervention. All doctoral students must complete a three-credit supervisory practicum in IUP's Child Study Center as part of their program and must also complete a six-credit, two-semester doctoral school internship of at least 1,600 hours, which is done after passing the doctoral comprehensive examination.

The process for students achieving doctoral candidacy status is as follows. Students who are accepted as doctoral students while they are in the Certification Program in School Psychology at IUP will be considered for candidacy status for the doctoral program after they have successfully completed the specialist-level comprehensive examination and school internship and have maintained a 3.5 GPA. Students who enter the doctoral program as certified school psychologists (from other universities) are granted candidacy when they successfully complete 12 graduate credits with a 3.5 GPA and complete all courses necessary to fill gaps in training or competence which were identified through the candidacy examination (described below) and their transcript review. In addition, all doctoral students must pass a qualifying candidacy examination. For doctoral students progressing through the certification sequence at IUP, the comprehensive examination taken at the end of their certification coursework serves this function. Students who already have certification as school psychologists and are entering the doctoral sequence (from other universities) are required to go through a separate candidacy examination process which includes a transcript review, review of GRE scores, submission of samples of clinical work such as case study reports, and a written objective examination of research knowledge. This candidacy evaluation process is used to develop the student's plan of study. Any gaps in training or current competencies must be addressed by taking the master's or certification sequence course which will allow the student to develop the necessary skills. The student must complete all of the additional courses resulting from the candidacy evaluation prior to being granted full candidacy status. All applicants for the doctoral program are required to take the GRE Writing Test. Students who attain a score of less than 4.0 on this test will be required to enroll in a writing course or workshop at the IUP Writing Center or at another university that is regionally accredited for which pre-approval was granted by the Director of the Doctoral Program. Upon completion of the course, the student must take and pass a writing examination developed by the Department. Official candidacy will not be approved until this exam and other remedial activities are completed.

Doctoral students have seven years to complete all coursework and a dissertation. This time limit begins in the semester that the student begins doctoral course work after acceptance into the program. Students who earn their specialist certification at IUP must return to finish doctoral coursework no later than one year after they finish their specialist school internship. Those who are unable to meet this requirement must reapply to the program.

Doctoral students are required to take comprehensive examinations within one year of finishing coursework (not including dissertation or internship credits). Doctoral students are required to present a prospectus of their dissertation study to their dissertation committee within two years of finishing coursework. Doctoral students are required to defend the first three chapters of their dissertation within three years of finishing coursework. Any student who fails to comply with any of these deadlines must submit a written plan to address the situation to the doctoral director for approval. Failure to meet these deadlines will result in a lack of support for requests for extensions beyond the University's seven-year timeline for doctoral study. Exceptional situations will be considered.

Certification for Supervisor of Pupil Services

The program leading to the certificate for Supervisor of Pupil Services granted by the Pennsylvania Department of Education consists of 39 credits, most of which overlap with the doctoral program. Students in the doctoral program may complete the requirements through additional coursework and a special supervisory internship in pupil services. Students not in the doctoral program or those who have completed the doctorate may apply to this program if they hold permanent certification in school psychology. Students must complete a pupil services internship and take the Praxis II examination in Supervision to become certified. Further information about this program can be found on the department website (www.iup.edu/schoolpsychology).

Practica and Internships

Specialist Program

The professional application of skills to meet the educational, cultural, and familial needs of children in a school setting is enhanced by two practicum experiences: Practicum I (EDSP 755) and two sessions of Practicum II (EDSP 949). Practicum I exposes students to a variety of professional roles within a public school setting, while Practicum II allows students to practice clinical skills with a diverse population of children and families. Practicum II is completed at the Child Study Center, a university-based clinic, and in local school districts and/or community agencies under the close supervision of department faculty and site supervisors. This experience usually takes place during the spring and summer terms prior to the student's school-based internship.

Consultation with parents and schools, counseling with children and adolescents, and a wide range of assessment and intervention activities are undertaken at the beginning of Practicum II. As professional confidence and skills increase, students take on more individual responsibilities for these activities but are still under close supervision. Students must display adequate clinical skills and earn at least a B grade in Practicum II to qualify for placement at an off-campus internship site.

The school internship (EDSP 952) is a full-year, field-based experience that is completed on a full-time basis by the student .Students may not go on internship until they successfully complete the comprehensive examination process and submit recent documentation of all criminal checks. The internship component of the program is a culminating experience for the certification program. It is a two-semester field placement during which the student functions under the direct supervision of a certified school psychologist in the field. At least 50% of the intern's time must be spent in a school setting. However, all sites must provide experiences related to school-based issues. The student functions in a carefully supervised but relatively independent manner, as the student progressively assumes the role and functions of a school psychologist. Students are placed in urban, rural, and/or suburban settings but must be exposed to the fullest extent possible to children and families with diverse cultural backgrounds.

Location of a potential internship site is the responsibility of the student. The student's faculty internship supervisor will provide support throughout the process. Once a potential site is located, it will be reviewed by the faculty internship coordinator to ensure that all requirements for an approved internship are met by the site. Requirements of the internship site can be found on the department website (www.iup.edu/schoolpsychology).

The specialist internship encompasses the IUP academic year, which is defined as the period from the beginning of the fall term to the end of the spring term, culminating on the Friday before graduation. In no circumstances may the internship be less than 1200 hours. If a student negotiates an internship agreement with their internship site that starts before or goes beyond IUP's academic year (e.g., after spring graduation until the end of the school district's school year), then the start date and/or termination date of the internship will be the date that the student negotiates with the district. Students in the doctoral program should negotiate their agreement to ensure they will be available to attend summer school.

To facilitate faculty monitoring, internship sites should be no more than an eight-hour drive from the IUP main campus. Internship sites farther away will be considered under special circumstances. Permission to intern at a distant site must be granted by the School Psychology Committee. Information on application processes for a distance internship approval is available from the Specialist Program Coordinator. The application for a distance specialist internship can be found on the department website (www.iup.edu/schoolpsychology).

Direct internship supervision by departmental faculty members is provided through on-site visits and by phone, as well as through meetings on campus with the interns. Students who are at the end of their internship experience, and who still do not demonstrate adequate professional and clinical competence by earning at least a B grade, will be asked to do additional work until competency is achieved or be asked to withdraw from the program. (See Student Progress Review below.)

Doctoral Program

All doctoral students must complete a six-credit, 1,600 hour doctoral school internship in a public school setting for an academic year (in addition to the 1,200 hour internship required for initial certification). This internship is typically completed after the completion of doctoral coursework.
This internship consists of two academic terms (three credits each term) and is typically completed after the completion of doctoral coursework. A standardized set of doctoral internship accomplishments provides the structure for the internship. Each student's internship site must agree to provide the student with opportunities to meet these expectations. Location of a

potential internship site is the responsibility of the student. Students who do not complete all of their internship hours or the required internship activities by the end of the second term of internship may continue the internship with permission of their faculty supervisor. In this situation, the student intern must continue in supervision with the field supervisor and must continue to conform to internship requirements (e.g., submission of logs). Additional guidelines regarding the doctoral school internship can be found on the department website (www.iup.edu/schoolpsychology).

Documentation

All students on internships (both specialist and doctoral) must maintain weekly logs of activities, and submit these logs as well as log summary forms as directed by the faculty internship supervisor. These forms may be found on the department website (www.iup.edu/schoolpsychology). Field supervisors of internships will be asked to complete formal evaluations of the interns twice per year for specialist and doctoral school internships, and at the end of the internship for doctoral specialty and pupil services internships. Evaluation forms may be found on the department website (www.iup.edu/schoolpsychology).

Comprehensive Examinations

Specialist Program

Prior to the specialist school internship, as students near the completion of their practicum experiences and coursework (typically late May of their second year), students complete a two-day comprehensive examination designed to assess their mastery of knowledge in areas relevant to the practice of school psychology. These areas include: Data-based Decision Making; Socialization and Student Diversity; Professional School Psychology; Learning and Consultation; Research and Program Evaluation; and Counseling, Prevention, Crisis Intervention, and Mental Health. Each examination is graded as "pass," "pass with reservation," or "fail." Students pass the examination when all area examinations receive a passing grade. Any examination in which a "pass with reservation" is earned must be remediated through an individual plan with the faculty member responsible for that area. Students must re-take any individual examination in which they receive a failure rating. Failure in any three areas, or any combination of four "pass with reservations" or "fail," will be considered a failure of the entire comprehensive examination. Successful completion of the examination is a prerequisite for beginning the specialist internship. All deficiencies of any type must be made up before the student begins internship. Students who do not pass the comprehensive examination after two attempts will be referred to the School Psychology Committee, which will consider various actions including additional coursework, termination from the program, etc. Further guidelines about these examinations may be found on the department website (www.iup.edu/schoolpsychology). The Commonwealth of Pennsylvania requires that students also earn passing scores on the Praxis II Specialty Area Test/School Psychology. The Praxis II examination may be taken at any time after the student completes the comprehensive examination.

Doctoral Program

Within one year of completion of the courses in the advanced doctoral sequence, students are required to schedule their doctoral comprehensive examination. This examination consists of a two-day written examination that covers the following areas: Assessment and Intervention, Research, and Organizational-Systems Consultation. Students who do not pass these doctoral comprehensive examinations after two attempts will be referred to the School Psychology Committee, which will consider various actions including additional coursework, termination from the program, etc.

At least three months prior to taking the doctoral comprehensive examination, a student should contact each member of the doctoral comprehensive examination committee to determine areas to be reviewed in preparation for the examination. The student may take the examinations on any of the dates set for the examination. Students who reside more than one day's drive from campus may arrange to take the examination at a local university or college under approved supervision. These arrangements should be made through the director of the doctoral program.

Students should be notified within three weeks following both the specialist and doctoral comprehensive examinations regarding the committee's evaluation of their responses. Additional information about these examinations can be found on the department website (www.iup.edu/schoolpsychology).

Dissertation

The dissertation is the culminating experience required for the doctoral degree. After the doctoral comprehensive examination the student is required to propose, complete, and defend a dissertation research project that shows relevance to the field of school psychology. The student must pass a final oral defense of the dissertation prior to being awarded the doctoral degree.

Students register for dissertation credit in the fall or spring term that immediately follows the successful completion of the doctoral comprehensive examination. Students must register for three credits of dissertation in successive fall and spring semesters until nine credits are earned. Students who are enrolled in internship credits during this period may defer taking dissertation credits for that term. Students then register for one credit of dissertation in fall and spring terms until they graduate (except for semesters when they are on internship). For this period, the student will be considered a full-time doctoral student. Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation, the grade assigned by the dissertation chair will apply to all registered dissertation credits. Students must pay tuition and mandatory university fees (equal to the part-time mandatory fees) and may choose to pay Student Health and Activity Fees if the associated services will be used.

By the time they take the doctoral comprehensive examination, students should identify a Dissertation Advisory Committee (DAC). The role of the DAC is to supervise the student's program from the time he or she completes doctoral coursework until completion of the dissertation. Based upon discussions with faculty during the completion of coursework, an agreement is reached for a compatible match between faculty members and the student for a dissertation chairperson. If a match cannot be achieved after these meetings, the Director of the Doctoral Program will assign a dissertation chairperson to the student. The remaining three persons for the DAC may be selected from within the department or university. One member of the committee may be from outside the university. The outside member must be a doctoral-level professional who has specific expertise to support the student's dissertation project and who is otherwise qualified to teach at the university level. The department chair will review the credentials of the proposed outside committee member and submit a letter to the Graduate School and other required officials requesting approval.

The student, along with members of the DAC (usually the chair), will choose an appropriate dissertation topic. The dissertation experience will consist of the following steps:

1. The student will develop an appropriate research topic in consultation with the chair and other members of the dissertation committee.

2. The student will then write a prospectus of the proposed study in consultation with the chair of the DAC.

3. The student will then present the prospectus at a meeting with the DAC. The purpose of this meeting is to craft a dissertation plan that is approved by the DAC.

4. After the prospectus meeting, the student will distribute a copy of the proposal to all members of the DAC. If the topic is acceptable to all committee members, the *Research Topic Approval Form* (RTAF) will then be completed with the necessary signatures. This form should be filed at least two academic terms before the student expects to graduate (see *IUP Thesis/Dissertation Manual*). The approved prospectus must be submitted with the RTAF.

5. When utilizing human subjects as part of the research, the student must complete the necessary forms in order to obtain approval from the Institutional Review Boards (IRB) of both the Department and the University. Forms may be obtained from the Graduate School. IRB approval must be obtained before any data can be collected.

6. After approval of the DAC (RTAF) and the IRB, the student will write Chapters 1, 2, and 3 of the dissertation. After the chair has approved the above chapters, the student will distribute copies of these chapters to all members of the DAC. The student should allow a three-week period for faculty review of all submitted material. A proposal defense will then be scheduled at IUP with members of the DAC. Only after the student passes this defense can he or she proceed with data collection. Doctoral students are required to defend the first three chapters of their dissertation within two years of passing the doctoral comprehensive examinations.

7. The student should follow the guidelines presented in the *IUP Thesis/Dissertation Manual* in order to comply with format and style requirements.

8. It is recommended that the student maintain ongoing contact with all committee members throughout the dissertation project so they can provide appropriate feedback to the student. After the entire dissertation has been approved by the chair, the student will distribute copies of the dissertation to all members of the DAC. After the DAC has had three weeks to read the document, a meeting will be scheduled at IUP with members of the DAC for a final oral defense of the dissertation. After this process has been successfully completed (i.e., the student passes the defense), the student will follow the procedures listed in the *IUP Thesis/Dissertation Manual* to ensure that all of the necessary paperwork has been completed and the fees for binding, microfilm, etc., have been paid.

9. The student will provide an electronic copy of the dissertation to the Graduate School, the Department of Educational and School Psychology, and the chair of the DAC. The student should supply a bound copy of the dissertation to the chair of the DAC and electronic copies to the other members of the DAC, if requested.

10. If the DAC fails to approve the dissertation, the proposal defense, or the final oral defense, the student may be required to schedule another meeting with the DAC in order to demonstrate a resolution of the committee's concerns.

Application to the Program

Individuals seeking admission to the School Psychology Program at any level must complete the Graduate School application. The following application materials are required: two letters of recommendation, transcripts, Graduate Record Examination (GRE) scores, goal statement, and application fees. After these materials have been received, applications will be reviewed and qualified applicants will be selected for interviews with the School Psychology Admissions Committee. Following these interviews, recommendations for admission will be forwarded to the Graduate School. The Graduate School will communicate admission decisions to the applicant.

Admission to the M.Ed./Certification and Doctoral Programs is based on evaluation of undergraduate and graduate transcripts, letters of recommendation, GRE test scores, work history, professional goals, and personal characteristics as determined during the interview. Admission of students who have earned the certification in school psychology from another institution is based on all of the above plus the applicant's score on the Praxis II Specialty Area Test/School Psychology. These applicants are required to earn a score that is passing for their state of residence to be considered for admission.

Applicants are advised that Pennsylvania has established program admission requirements for those seeking their first certification in the education field. These requirements include a grade-point average of 3.0 based on the most recent 48 credits taken; six credits in math; three credits in English composition and three in English literature; and a passing score on the Pennsylvania Educator Certification Test (PECT). Additional information can be found on the PECT website (http://www.pa.nesinc.com).. Arrangements may be made to take the required English and math credits or examinations while already in the program, if necessary. These procedures apply to all students seeking Pennsylvania certification.

All advanced programs leading to a certificate issued by the Pennsylvania Department of Education require that candidates present Pennsylvania Criminal Record (Act 34) and Child Abuse Clearances (Act 151) as well as Act 114 (FBI Fingerprinting Record) prior to any placement in a school setting or intermediate unit. Candidates for these programs should be aware that some districts or intermediate units may not accept placements if any criminal record is reflected on these background checks. Candidates with a criminal record, even summary offenses are asked to disclose this history to their program upon entry to the program to facilitate placement. Some serious offenses, typically involving child welfare, preclude state certification. Copies of candidate clearances must be on file with your program as well as in the Teacher Education Office prior to beginning any school or intermediate unit placement.

Application to the Certification Sequence or the Doctoral Sequence

In the spring of an M.Ed. student's first year on campus, the student may apply to the school psychology certification program by sending an application to the Graduate School, along with the appropriate application fee. The School Psychology Admissions Committee will review applications, and the Specialist Program Coordinator will notify each student of the application outcome. At this point in the program (or at any other later point in the program), students may apply for admission to the doctoral program by following the procedures described above. The School Psychology Admissions Committee will review these applications and make a recommendation to the Director of the Doctoral Program, who will make recommendations for acceptance to the Graduate School.

A student with a master's degree in an allied field from another university may apply to the Specialist (certification) Program by submitting a full application and fee directly to the Graduate School. These students will undergo the full application procedure described above. If a transcript review shows that a student with a master's degree has not had all necessary courses required to go on to certification, more courses at the master's level will have to be taken before the certification sequence is begun. Under some circumstances, both certification and required master's courses can be taken in the same semester.

Application to the Doctoral Program for Previously Certified School Psychologists

Special admission and program planning procedures have been developed so that employed school psychologists, certified through a fully accredited university training program, may be admitted to the doctoral sequence. In addition to the completed application forms and fees, undergraduate and graduate transcripts, two letters of recommendation (one of which must be from a direct supervisor), and GRE scores for the aptitude tests, the student must also receive a passing grade on the School Psychology Praxis II Specialty Area/School Psychology examination.

Application to the Certification Program for Supervisor of Pupil Services

Students who are fully matriculated students in the doctoral program or who have received the D.Ed. in School Psychology from IUP may apply to the Certification Program for Supervisor of Pupil Services by completing the appropriate application (available on the website).Students who desire to apply to this program from other universities must submit both departmental and Graduate School application forms and fees, undergraduate and graduate transcripts, two letters of recommendation (one of which must be from a direct supervisor), goal statement, and GRE scores for the aptitude tests.

Application Timelines

Application materials may be submitted at any time during the year. Applications for M.Ed./Certification and Doctoral Programs are reviewed only in the spring for matriculation in the summer (Doctoral Program) or the fall (M.Ed./Certification). All application materials for the M.Ed./Certification and Doctoral Programs must be complete and received by February 1. Applicants should be notified of the committee's decision by April 15. In the unlikely event that program caps are not met, applications received after February 1 may be reviewed in late spring. Applications for the Certification Program for Supervisor of Pupil Services are accepted and reviewed on a rolling admissions format.

Graduate Assistants

IUP offers graduate assistantships to selected full-time graduate students. Duties will vary somewhat from assistant to assistant and may include support for teaching, research or assistance with research, and university service activities. Assistantships are viewed as an encouragement or reward for academic excellence rather than a means to relieve financial need.

Assistantships for 20 hours per week usually carry a full tuition waiver for the two semesters of the assistantship and the following summer, as well as a stipend. Assistantships for 10 hours per week usually carry a one-half tuition waiver for the two semesters of the assistantship, a 6-credit waiver for the following summer, and one-half of the stipend amount.

Because stipend levels for assistantships may change from year to year, potential applicants should check with the Graduate School for current stipend levels (http://www.iup.edu/graduatestudies/). .

The deadline for applying for a September assistantship is March 15 of the same calendar year. Students should apply directly to the Graduate School. On-campus employment and scholarships may also be available. Students should consult the *Graduate Catalog* and contact the Office of Financial Aid for further information.

Teaching Associates

Each year the Graduate School offers a limited number of teaching associate positions to qualified full-time doctoral students. Usually an associate in the Educational and School Psychology Department teaches 3 credits of Educational Psychology. These positions carry a stipend and require the associate to be enrolled as a graduate student during each semester of the

appointment. During the summer following the appointment, a tuition waiver for 4.5 graduate credits is awarded. The associate must pay activity and health fees, as well as tuition, during the fall and spring semesters.

Minimum requirements: Associates must hold a master's degree or have completed 36 graduate credits prior to the appointment, must be enrolled in an IUP doctoral program, and must remain in good standing during the term of the appointment.

Student Progress Review

Knowledge and Skills Standards

Courses taken in the School Psychology Program are intended to educate students in the 10 areas of school psychology training and practice listed in the program objectives (above). Faculty grading in courses related to these domains represent the individual faculty member's evaluation of the student in that domain. Students are also expected to maintain an electronic portfolio of examples of their best work in both courses and field placements.

Professional Behavior Standards

In addition to mastery of these areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behavior in keeping with the professional standards of school psychology. These behaviors include, but are not limited to:

- Actively seeking and taking advantage of opportunities for professional development
- Protecting the dignity, rights, and confidentiality of client populations
- Appropriate interaction with peers, clients, and faculty
- Intellectual honesty
- Effective management of personal stress, conflict, and professional responsibilities

Faculty Review

As a group, faculty members formally review student performance with regard to both academic and professional behavior standards on the following schedule:

First Year Students	In the latter part of fall semester In the middle of spring semester Candidacy review
Second Year Students	In the middle of spring semester prior to internship assignment
Third Year Students (Internship)	As part of internship supervision. Formal review if weaknesses are noted by internship supervisor and/or faculty supervisor.
Post-Certification Doctoral Students	At the end of each summer semester

Other Evaluation Formats

Application process for certification program	Spring of first year
Application process for doctoral program	Spring of first year or later
Specialist comprehensive examinations	Spring of second year

Internship field supervisor report forms	After each semester of internship
Student portfolio	On-going with advisor
Candidacy examination	First summer of doctoral work for students entering from another university
Praxis tests	After second year of coursework in certification program or prior to entering doctoral program
Doctoral comprehensive examinations	Upon completion of doctoral coursework

If performance is less than satisfactory, feedback will be provided to the student immediately following the evaluation process and a performance enhancement plan will be developed.

Performance Enhancement Plan

Students who are not achieving the required 3.25 cumulative point average at the master's and specialist level or 3.50 at the doctoral level, who receive a marginal grade, or who are identified by faculty members as demonstrating weakness in any of the above domains, will be asked to meet with their faculty advisor. Unless the presenting problem is severe enough to require immediate withdrawal from the program, a performance enhancement plan will be developed at this meeting. This plan will be based on the weakness identified and will be mutually agreed upon by the advisor, other faculty members (if appropriate), and the student. Success of the plan will be evaluated no less than six weeks after the plan is implemented and feedback given to the student. If the plan has not been successful, the student's performance will again be submitted to the faculty as a group for further decision-making and recommendations.

If the deficiencies are not overcome, the student's participation in the program may be terminated. Termination may occur at any time during the student's program by a two-thirds vote of the School Psychology faculty, based on a recommendation from the student's advisor or dissertation committee.

The student may make a request, in writing, for a hearing before the School Psychology Committee prior or subsequent to a termination decision.

Students are advised to be fully aware of procedures and requirements of the Graduate School regarding grading, continuation in a program, disciplinary regulations, and academic honesty.

Time Limitations

The following time limitations in terms of completing degrees in educational and school psychology apply. For each, the time periods begin with the first semester after the student has been accepted into the program in question:

Master's program	5 years
Certification program	5 years
Doctoral program	7 years

Policy for Impaired Students*

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know prior to program entry, and at the outset of training, that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and (b)

ensure, insofar as possible, that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, program faculty strive not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and the individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of content and potential impact of one's own beliefs and values of clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (i.e., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (i.e., by responding constructively to feedback from supervisors or program faculty, by the successful completion of remediation plans, by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably: (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

*Policy adapted from the model policy of the Student Competence Task Force of the Council of Chairs in Training Councils of the American Psychological Association, 2004.

Policy on Professional Liability

Throughout enrollment in the graduate program, students are required to maintain current criminal record checks and liability (malpractice) insurance. The liability insurance should be a minimum of $1,000,000 per claim and an aggregate of $3,000,000 per occurrence. These requirements may be waived during semesters in which students are not taking courses, practica, or internships that involve client contact.

Graduate School Policy on Use of IUP E-Mail as Official University Communication

IUP provides e-mail services to students as an official form of University communication. Students maintain the responsibility to regularly read their IUP e-mail accounts and, if electronically responding to or sending e-mail regarding official IUP matters, use their IUP e-mail account to do so.

Information officially communicated to students through their IUP e-mail accounts includes billing invoices and information addressing academic, judicial, student safety and emergency matters. Regular use of the IUP e-mail account is an expectation of all students.

This is to confirm that I have received the Graduate Student Handbook from the Department of Educational and School Psychology, Indiana University of Pennsylvania. I further acknowledge that I am responsible for reading and understanding its content.

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(Print Name)

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(Signature) (Date)