



IUP Graduate Handbook

Ph.D. in School Psychology

Department of *Psychology*

Handbook Updated *July 2021*

Ph.D. in School Psychology

Department of Psychology

Stouffer Hall, Room 246

1175 Maple Street

Indiana, PA 15705

<https://www.iup.edu/schoolpsychology/>

Table of Contents

| | |
|--|----|
| Introduction | 1 |
| IUP’s Civility Statement | 1 |
| Affirmative Action | 1 |
| Title IX Reporting Requirement | 2 |
| Student Conduct and Student Rights | 2 |
| Department of Psychology | 2 |
| Mission Statement and Program Objectives | 2 |
| Admission | 3 |
| Financial Assistance | 4 |
| Academic Advisement | 5 |
| Campus Resources & Student Support | 6 |
| IUP Email | 6 |
| Graduate Student Assembly | 6 |
| Programs and Degrees | 6 |
| Course Requirements | 7 |
| Evaluation of Students | 13 |
| Role of Faculty Facilitator | 22 |
| Role of Field Supervisor | 23 |
| Practica Coursework | 25 |
| Practica Offered in EDSP 755/855 and 849/949 | 26 |
| Registration | 30 |
| Internship Logs | 31 |
| Internship Hours | 31 |
| Doctoral Internship Electronic Portfolio Requirements | 31 |
| Reexamination Policy | 36 |
| Outside Readers | 38 |
| Preparing Your First Three Chapters | 40 |

| | |
|---|----|
| Three Chapter Defense: Possible Outcomes | 41 |
| IRB Protocol | 41 |
| Dissertation Defense..... | 42 |
| Dissertation Defense: Possible Outcomes | 42 |
| Submitting the Dissertation to the University | |
| Bound Copies | 43 |
| Graduation | 43 |
| University Policies and Procedures..... | 44 |
| Signature Page | 45 |

Introduction

Welcome

This handbook provides information about the Ph.D. Program in School Psychology at Indiana University of Pennsylvania. In addition to this handbook, students are urged to access the following documents for a complete understanding of all various degree and certification requirements:

- IUP Graduate Student Catalog
- IUP Thesis/Dissertation Manual

Program graduates are eligible for certification as school psychologists in Pennsylvania, as well as national certification through the National Association of School Psychologists (NASP).

Indiana University of Pennsylvania

Founded in 1875, IUP is a vibrant, comprehensive, research-based, teaching-focused, student-centered learning community. IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college. Almost 10,000 undergraduate and graduate students are enrolled in our accredited and nationally recognized programs, enjoying traditional and nontraditional classroom experiences, engaging in research and service activities with their faculty mentors, becoming lifelong learners, preparing for rewarding careers and productive lives, and developing leadership skills for effective citizenship. IUP is a Carnegie Doctoral/Research university with over 2,000 graduate students and 48 graduate programs, including 13 doctoral programs, five of which are housed in the College of Education and Communications (COEC).

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community, myself, my university, the nation, and the world.

Affirmative Action

www.iup.edu/gradcatalog

Title IX Reporting Requirement

www.iup.edu/gradcatalog

Student Conduct and Student Rights

www.iup.edu/studentconduct/policies/
www.iup.edu/gradcatalog

Department of Psychology

The School Psychology PhD Program resides in the Department of Psychology at Indiana University of Pennsylvania was developed for advanced preparation and 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 addition, the PhD Program will prepare students for advanced careers in leadership within a school district or at a university.

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.

Mission Statement and Program Objectives

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

In order to provide these services, the school psychologist must achieve and demonstrate doctoral-level competence and meet program objectives in the following areas aligned with the NASP domains:

- 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 Research course sequence outlined below demonstrates advanced knowledge in the area of research and represents a specialty for graduates of IUP's School Psychology PhD Program.

Summer Year 1 - GSR 615: Elements of Research

Fall Year 1 - EDSP 789: Psychometric Theory

Summer Year 3 - EDSP 817: Evaluating the Effectiveness of Program Interventions

Fall Year 3 - EDSP 915: Doctoral Seminar in Applied Educational Research

Spring Year 3 - EDSP 916: Doctoral Seminar in Advanced Educational Research

Summer Year 4 - EDSP 994: Introduction to the Dissertation

Admission

Program Catalog Description

The School Psychology PhD Program is ideal for psychology and/or education students looking to expand their horizons. Students can enter with a bachelor's degree and earn their PhD with as few as five years. Students can also enter with a master's degree and receive credit for applicable graduate-level coursework based on a review by the department. 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.

Admission Criteria

The School Psychology PhD Program accepts applications year-round, allowing study full-time on your way to earning an MEd in Educational Psychology and a PhD in School Psychology in as little as five years. An MEd in Educational Psychology is earned after successfully completing 36 credits of the required courses (see course sequence). In most cases, students reach that degree after Year 2, Summer II.

Submitting completed applications before January 15 is encouraged to ensure a spot in the program for the following fall semester. Individuals seeking admission to the program must complete the Graduate Admissions application. The following application materials are also required: two letters of recommendation, transcripts, Graduate Record Examination (GRE) for the General Test, 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. Admission to the PhD Program is based on evaluation of the application materials, and work history, professional goals, and personal characteristics as determined during the interview.

Admission

The School Psychology PhD Program at Indiana University of Pennsylvania is ideal for psychology and/or education students looking to expand their horizons. Students can enter with a bachelor's degree and earn their PhD within as few as five years. 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.

Individuals seeking admission to the program must complete the Graduate School application. The following application materials are required: two letters of recommendation, transcripts, Graduate Record Examination (GRE) scores for the General Test, 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 Admissions Office. The Graduate Admissions Office will communicate admission decisions to the applicant.

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 student 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. Proof of candidate clearances must be presented to the Educational and School Psychology Department annually.

Additional information concerning the application process can be found online by visiting Graduate Admissions (www.iup.edu/admissions/graduate/). Information concerning Admission Classification and Provisional Admission for International Graduate Application can be found in the *Graduate Catalog* (see www.iup.edu/graduatestudies/catalog/).

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Financial Assistance

Graduate Assistantships

IUP offers graduate assistantships to selected full-time graduate students. Duties vary across graduate assistantship positions. Assistantships are viewed as an encouragement or reward for academic excellence rather than a means to relieve financial need. Assistantships are offered for 20 hour, 10 hour, and 8 hour work weeks. All graduate assistantship awards must include both a stipend and a tuition dollar award. Therefore, students who are awarded graduate assistantships receive two different methods of payment - one for the stipend award and one for the tuition dollar award. 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/>).

Financial Aid and Scholarships

Students should consult the *Graduate Catalog* and contact the Office of Financial Aid for further information about other financial resources and services (see www.iup.edu/financialaid/).

Academic Advisement

The School Psychology Doctoral Director manages academic advisement. Both the advisor and the student share the responsibility of actively participating in the process of academic advisement.

Students may find the following tips helpful as they work through the advising process:

- Explore your academic, career, and personal goals by devising a list of short- and long-term goals. Then track your progress on a regular basis.
- Become knowledgeable of and adhere to academic policies, procedures, and requirements.
- Utilize available resources, including those that are web-based, to monitor your academic progress.
- Be aware of graduation requirements for your major; familiarize yourself with the Graduate Catalog.
- Initiate contact with your faculty advisor early in the semester.
- Come prepared to your advising sessions with a potential schedule for the upcoming semester.
- Actively participate in the advising session by asking for clarification on points you don't fully understand.
- Access and use MyIUP for academic updates, scheduling, and information gathering.
- Read your IUP e-mail and other important communication tools provided by IUP and/or your faculty advisor.
- Know the Academic Calendar. Do not miss deadlines—know when to register and when to drop/add each semester.
- Schedule courses consistent with those required for your program of study in order to meet graduation requirements.
- Accept responsibility for all academic decisions you make; your faculty advisor will present you with options.

How to Work with Your Advisor

- Learn how to read your DegreeWorks Profile in MyIUP and how to use the “what if” option.
- Consider course options before you meet your advisor.
- Become familiar with important advising dates during the semester, such as when scheduling begins, drop/add, and withdrawals deadlines.
- Learn how to use the GPA calculator in MyIUP.
- Make an appointment with your advisor early in the semester.
- Prepare a list of questions and topics to discuss with your advisor each time you meet.
- Read advising e-mails sent to you throughout the semester.

Campus Resources & Student Support

The School of Graduate Studies and Research: <http://www.iup.edu/graduatestudies/>
Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: [Student Billing - IUP](#)
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/social-equity/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center: www.iup.edu/parking/
University Policy: www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration/

Insert additional links and information as deemed necessary and helpful for your students.

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

School Psychology PhD Program

IUP's PhD program in School Psychology was created to help prepare you for a fulfilling career in the field. Work as a lead school psychologist in a school district. Advance to supervisory positions in school psychology or pupil services. Become a faculty member in a university school psychology program. IUP's PhD program in School Psychology accepts applications year-round, allowing you to study full-time on your way to earning an MEd in Educational Psychology and a PhD in School Psychology in as little as five years. Applications before **January 15** are encouraged to ensure a spot in the program for the following fall semester.

The program consists of 120 credits and requires students to attend fulltime. Of the 120 credits required, 105 are required courses that do not include the internship or dissertation credits. In order to maintain good standing and be granted candidacy for IUP's School Psychology doctoral degree, candidates must maintain a grade point average (GPA) of at least 3.5 in doctoral courses. This exceeds the minimum GPA of 3.25 required by the IUP School of Graduate Studies and Research (SGSR).

In IUP's School Psychology PhD program, you will prepare for the continually changing research and the evolving role of school psychologists in Pennsylvania and nationally.

You will achieve and demonstrate competence in:

- Data-based decision-making, accountability, and information technology
- Consultation and collaboration
- Effective instruction and development of cognitive/academic skills
- Socialization and the development of important life skills
- Student diversity in development and learning
- School and systems organization, policy development, and school climate
- Prevention, crisis intervention, and mental health
- Research and program evaluation
- School psychology practice and development

And, you will develop expertise in the area of research. The Research course sequence outlined below shows how you will develop advanced knowledge in the area of research and represents a specialty for graduates of IUP's School Psychology PhD Program.

- *Summer Year 1 - GSR 615: Elements of Research*
- *Fall Year 1 - EDSP 789: Psychometric Theory*
- *Summer Year 3 - EDSP 817: Evaluating the Effectiveness of Program Interventions*
- *Fall Year 3 - EDSP 915: Doctoral Seminar in Applied Educational Research*
- *Spring Year 3 - EDSP 916: Doctoral Seminar in Advanced Educational Research*
- *Summer Year 4 - EDSP 994: Introduction to the Dissertation*

Course Requirements

Year One

Summer I

EDEX 650: Exceptional Children and Youth

Summer II

EDSP 476/576: Foundations of Behavioral Analysis

GSR 615: Elements of Research

Fall

EDSP 711: Introduction to School Psychology

EDSP 755*†/855: Practicum I

EDSP 789: Psychometric Theory

EDEX 751: Instructional Interventions and Methods for Students with Autism Spectrum Disorder

PSYC 835: Advanced Psychopathology

Spring

EDSP 746: Academic Interventions

EDSP 755†/855: Practicum I

EDSP 766: Biological Bases of Behavior

EDSP 813: Academic Assessment

BOLD = Graduate Certificate in Behavior Analysis

Italics = Not required for PHD

*EDSP 755 will be taken with 1 credit associated with EDSP 711

†EDSP 755 will be taken with 1 credit associated with EDSP 813 and 1 credit associated with EDSP 746

Year Two

Summer I

EDSP 705: Multicultural Issues in Schools and Communities

EDSP 747: Psychology of Human Development

Summer II

PSYC 810: Historical Trends in Psychology

PSYC 852: Behavioral, Cognitive, and Affective Processes

Fall

EDSP 745: Counseling for School Psychologists

EDSP 755†/855: Practicum I

EDSP 812: Cognitive Assessment

EDSP 863: Assessment of Personality and Behavior

Spring

EDSP 755*†/855: Practicum I

EDSP 760: Group Counseling for School Psychologists

EDSP 814: Advanced Assessment of Low-Incidence Disabilities

EDSP 818: Consultation in Applied Settings

EDSP 849/949: Advanced Practicum in School Psychology and Supervision

* EDSP 755 will be taken with 1 credit associated with EDSP 760

†EDSP 755 will be taken with 2 credits associated with EDSP 812

Year 3

Summer I

EDSP 748: Fundamentals of Behavior Change

EDSP 849/949: Advanced Practicum in School Psychology and Supervision

Summer II

EDSP 717/817: Evaluating the Effectiveness of Program Interventions

EDSP 758: Advanced Behavioral Assessment and Intervention

Fall

EDSP 755/855*: Practicum I

EDSP 911: Legal and Ethical Principles in School Psychology

EDSP 915 Doctoral Seminar in Applied Educational Research

EDSP 942: Neuropsychology of Children's Learning Disorders

Spring

EDSP 916: Doctoral Seminar in Advanced Educational Research

EDSP 978: School Counseling Practicum

EDEX 753: Research Seminar in Special Education or ELECTIVE

PSYC 858: Advanced Social Psychology

BOLD = Graduate Certificate in Behavior Analysis

Italics = Not required for PHD

* EDSP 855 will be taken with 1 credit associated with EDSP 942

Year 4

Summer I

EDSP 945: Clinical Supervision in Psychology

EDSP 949: Advanced Practicum in School Psychology and Supervision

Summer II

EDSP 994: Introduction to Dissertation

EDSP 836: Personality Theory and Systems of Psychology

(Prospectus meeting and RTAF required)

Fall and Spring

*EDSP 995 or EDSP 952: Dissertation or Internship

*Students who take EDSP 995 in Year 4 should defend by end of Year 5

Year 5

Fall and Spring

*EDSP 995 or EDSP 952: Dissertation or Internship

Italics = Not required for PHD

*Students who take EDSP 995 in Year 5 should defend by end of Year 5

The Key Assessment Rating System (KARS) and Alignment with NASP Domains

The Key Assessment Rating System (KARS) is a component of the School Psychology PhD Program that provides a systematic means for linking the College of Education and Communications' conceptual framework and the National Association of School Psychologists (NASP) program standards to specific objectives in all doctoral program courses for the purpose of evaluating both student progress and program outcomes. Each doctoral course has been mapped to one or more NASP domains addressed in that course. Specific course objectives are linked to corresponding assignments and rubrics (key assessments) reflecting the NASP domain(s) to be addressed, how these domains are assessed, and the student/program outcomes. These outcomes are utilized by the program as attainment data. In

other words, these outcomes indicate whether students in IUP’s program attain the skills and competencies they are being taught in each course within the program.

Attainment data are derived from instructor’s ratings of candidates’ competencies on the course identified key assessments using a four-point rating scale of Unacceptable, Acceptable, Target, and Advanced (see Table 1). A score of at least 2 (Acceptable) is required of all students on all key assessments to consider a skill/competency attained. Student performance on course specific assignments/key assessments evaluate student performance in all 10 NASP domains (see Table 2). Data from the key assessments are collected and aggregated with an eye toward providing evidence of our students’ achievement and to help make informed, collaborative decisions toward continuous improvement of our programs.

Each School Psychology PhD course has one or more Key Assessment Rating Outcomes associated with it that align to one or more objectives of the course, as well as one or more of the NASP Domains. The purpose of these outcome ratings is to monitor student progress throughout the PhD program, check for individual candidate growth, and facilitate continuous improvement of the School Psychology PhD program. Table 2 below provides a summary of all PhD required courses and their association with one or more NASP Domains for the purpose of the Key Assessment Rating Outcomes. Specific assignments and rubrics (key assessments) have been developed and associated with these Key Assessment Rating Outcomes, as well as specific course objectives. All of this information, including each doctoral course, identified objectives, and corresponding assignment description and rubric (key assessment), can be found in the Key Assessment Rating System (KARS) PhD Manual.

Table 1. Key Assessment Rating System (KARS)

| (4) Advanced | (3) Target | (2) Acceptable | (1) Unacceptable |
|---------------------|----------------------|-----------------------|-------------------------|
| Performance ≥ 96% | Performance = 95-90% | Performance = 89-80% | Performance ≤ 79% |

Table 2. Map of Doctoral Course Key Assessments to NASP Domains

| NASP Domain | EDSP 705 | EDSP 711 | EDSP 717/718 | EDSP 745 | EDSP 746 | EDSP 747 | EDSP 748 | EDSP 755/855 | EDSP 758 | EDSP 760 |
|-------------|----------|----------|--------------|----------|----------|----------|----------|--------------|----------|----------|
| 1 | | | X | | | | X | X | | |
| 2 | | X | | | | | | | | |
| 3 | | | | | X | | | | X | |
| 4 | | | | X | | | X | X | X | X |
| 5 | | | | | X | | X | X | | |
| 6 | | | | X | | | | X | X | X |

| 7 | X | | | | | X | | | | |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 8 | X | | | | | X | | X | | |
| 9 | | | X | | | | | X | | |
| 10 | | X | | | | | | | | |
| NASP Domain | EDSP 766 | EDSP 789 | EDSP 812 | EDSP 813 | EDSP 814 | EDSP 818 | EDSP 849 | EDSP 863 | EDSP 911 | EDSP 915 |
| 1 | | X | X | X | X | | X | X | | |
| 2 | | | | | | X | X | | | |
| 3 | X | | | X | | | | | | |
| 4 | | | | | | | | | X | |
| 5 | | | | | | X | | | | |
| 6 | | | | | | | | X | | |
| 7 | | | | | | | X | | | |
| 8 | X | | | | X | | | | | |
| 9 | | X | | | | | | | | X |
| 10 | | | X | | | | X | | X | |
| NASP Domain | EDSP 916 | EDSP 942 | EDSP 945 | EDSP 949 | EDSP 952 | EDSP 978 | EDSP 994 | | | |
| 1 | | X | | | X | | | | | |
| 2 | | | X | X | X | | | | | |
| 3 | | X | | | X | | | | | |
| 4 | | | | | X | X | | | | |
| 5 | | | | | X | X | | | | |
| 6 | | | X | | X | | | | | |
| 7 | | | | | X | X | | | | |
| 8 | | | | X | X | | | | | |
| 9 | X | | | | X | | X | | | |
| 10 | | | | | X | | X | | | |

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Insert information about how students will be evaluated. This section may be added to each program/degree as necessary.

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 | Progress review prior to second year |
| Second Year Students | Progress review prior to third year |
| Third Year Students | Progress review prior to fourth year |
| Fourth Year Students | Progress review prior to fifth year |
| Fifth Year Students and Beyond | Progress review prior to sixth and subsequent years |

Other Evaluation Formats

| | |
|--|---|
| Candidacy Exam | Late spring/Early summer of Second Year (taken with the EdS students) |
| Praxis Exam | At student's discretion (after second year of coursework; must achieve passing score of 147) |
| Comprehensive Exam | During late spring or early summer of Year 4 (prior to internship or dissertation) |
| Internship Electronic Portfolio Assignments | After each semester of internship products completed are rated. All 10 products must be completed and rated by the end of the internship. |

Knowledge and Skills Standards

Courses taken in the School Psychology PhD Program are intended to educate students in the 10 areas of school psychology training and practice listed in the Program Objectives section of this handbook and aligned with the NASP domains. Faculty grading in courses related to these domains represent the individual faculty member's evaluation of the student in that domain. Knowledge and skill attainment is assessed using the key assessments for each doctoral course, which are aligned to a specific NASP domain.

Professional Behavior Standards

In addition to mastery of these areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behaviors in keeping with the professional standards of school psychology. The rubric in Table 3 is used by the faculty in the School Psychology PhD Program to evaluate the professional behaviors demonstrated by students with whom they are currently working or have in class. The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program:

Ethics

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines.
- Demonstration of knowledge/application of other statutes regulating professional practice.
- Demonstration of concern for client welfare.
- Demonstration of appropriate client-school psychologist relationships.

Professional Deportment

- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
- Appropriate involvement in professional development activities (e.g., professional associations).
- Appropriate interaction with peers, colleagues, staff, trainees, etc.
- Awareness of impact on colleagues (faculty and students).
- Completion of assigned tasks in a timely fashion and in an acceptable format.

Sensitivity to Client Issues

- Acknowledgment and effective interactions with:
 - children
 - parents
 - teachers
 - school administrators
 - other school staff (e.g., social workers, counselors, therapists, etc.)
- Sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, sex, age, disability, sexual orientation, race, etc.)

Use of Supervision

- Demonstrates appropriate preparation.
- Accepts responsibility for learning.
- Is open to feedback/suggestions.
- Applies learning to practice.
- Is willing to self-disclose and/or explore a personal issue which affects professional functioning.
- Employs appropriate self-reliance.
- Exhibits appropriate self-critique.

Other Training Issues

- Effective management of personal stress.

- Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
- Formulation of realistic professional goals for self.
- Appropriate self-initiated professional development (e.g., self-initiated study).

If performance is less than satisfactory in any of the knowledge and skills standards or professional behavior standards, feedback will be provided to the student immediately following the evaluation process and a performance enhancement plan will be developed.

Professional Responsibility Standards

Finally, students are expected to pursue and maintain a level of professional responsibility during their time in IUP's School Psychology PhD Program with the expectation that the student will sustain (and hopefully grow) their level of professional responsibility as school psychologists in the field. As such, students are expected to become student members of the National Association of School Psychologists (NASP) and the Association of School Psychologists of Pennsylvania (ASPP). These memberships are an assignment/requirement of the EDSP 711: Introduction to School Psychology course. Also, students are encouraged to begin working on research with one or more faculty members in the department as soon as possible from entrance into the program. Faculty in the department maintain active research agendas in various areas of school psychological practice (e.g., school violence and prevention; ADHD assessment, school based mental health; SWPBIS, early childhood SEL) and are consistently seeking student participation in these active research projects. Students working with faculty members for a period of time may even have the opportunity to suggest their own research project related to the faculty member's agenda. While students are working with faculty researchers, they often are given the chance to co-present with faculty or be a lead presenter at local, regional, and/or national conferences, or possibly even collaborate on a newsletter and/or peer-reviewed article linked to the research area. These opportunities help to prepare students for future careers as school psychologists, school district administrators, and/or faculty in school psychology training programs. Additionally, IUP's program has a student organization titled School Psychology Association Network (SPAN), which is completely managed and operated by the students under the supervision of a Faculty Advisor. SPAN permits students to develop leadership skills by taking on roles such as president, vice president, or committee chairperson, as well as give back to the local community through community service projects over the course of the calendar year. SPAN also engages in fundraising efforts to support member attendance at conferences and other professional development workshops, bring guest speakers to campus and raise awareness of the field of school psychology, and promote school psychology awareness week within the college and across the university. It is through these activities that students develop the professional responsibility expected and respected in the school psychology profession.

Table 3. Department of Educational and School Psychology: Professional Standards Review Rubric

| Professional Skills | Description | 1 | 2 | 3 | 4 | n/a | Comments |
|---|--|---|---|---|---|-----|----------|
| Ethical Behavior | Demonstration of knowledge/application of APA/NASP ethical guidelines and professional standards for practice; demonstration of knowledge/application of other statutes regulating professional practice; demonstration of concern for client welfare; demonstration of appropriate client-school psychologist relationships. | | | | | | |
| Personal Maturity & Interpersonal Skills | Recognizes personal limitations; reacts in emotionally appropriate manner in difficult situations; recognizes own biases and assumptions about human behavior; is authentic, sincere, and able to admit mistakes; demonstrates a sincere interest in the welfare of others; demonstrates receptiveness to feedback, possesses the ability to be self-reflective; demonstrates professional behavior; is psychologically healthy; is sensitive to multicultural issues; establishes, maintains, and respects boundaries. | | | | | | |
| Academic Aptitude and Coursework | Communicates ideas well orally and in writing on reports, summaries, and case studies; shows openness to new learning experiences; is ethically and morally grounded in laws and procedures; is prepared for class and practices outside of class; is appropriately self-disclosing; integrates knowledge, skills and self; prompt in turning in assignments, participates successfully and fully in group projects; demonstrates evidence of achieving class goals, participates in class with minimal absences/lateness. | | | | | | |
| Supervision | Demonstrates a willingness to learn through active participation in individual, small group and other supervisory situations and a willingness to receive feedback; adheres to professional ethics and legal standards; shows professionalism; demonstrates the ability to conceptualize and reflect upon assessment and intervention skills; demonstrates awareness of self and others. | | | | | | |

Performance Enhancement Plan

Students who are identified by faculty members as demonstrating weakness in the areas of clinical competencies, personal maturity and interpersonal skills, or academic aptitude and coursework (see

Table 3 for a details) 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 remediated and/or overcome, the student's participation in the program may be terminated. A recommendation for 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 the recommendation for termination decision.

Students are advised to be fully aware of procedures and requirements of the School of Graduate Studies and Research (SGSR) in addition to the Department of Educational and School Psychology (EDSP) regarding grading, continuation in a program, disciplinary regulations, and academic honesty.

Praxis II Examinations

IUP's School Psychology PhD Program and the Commonwealth of Pennsylvania require that students earn passing scores on the Praxis II Specialty Area Test/School Psychology. IUP's School Psychology PhD Program's passing score for the Praxis II is the same as that of NASP and the Commonwealth of Pennsylvania (score of 147). The Praxis II examination may be taken at any time after the student completes the second year of coursework. Students must take the Praxis II examination until a score of 147 or above is achieved.

Candidacy/Qualifier Examination

At the beginning of a PhD student's summer in Year 3 of coursework, students complete a two-day candidacy examination designed to assess their knowledge in areas relevant to the practice of school psychology. Doctoral students take these exams with the certification students. The areas to be assessed 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." Faculty grading these examinations provide feedback to students approximately two weeks after the examination is completed. Students pass the examination when all areas of the exam 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 (3) areas, or any combination of four (4) "pass with reservation" or "fail" ratings, will be considered a failure of the entire examination. All deficiencies of any type must be made up before the student begins internship or dissertation (whichever course the student chooses to enroll in first). Students who do not pass the 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).

Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations, and not simply on the outcome of the examination. Procedural violations would be cases in which the program/department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination. Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Comprehensive Examination and Reexamination Policy

PhD students are required to take their doctoral comprehensive examination during the Summer semester of their Fourth Year, which is after all their coursework is complete and before they begin their internship or dissertation credits (whichever they select to take first). This examination consists of a two-day written examination that covers the following areas: Assessment and Intervention, Research, and Organizational-Systems Consultation. Thus, three questions are posed to students. Students' responses are evaluated using rubrics specific to each question. Each rubric results in a rating of Pass, Pass with Reservation, or Fail. Students must resolve any question in which Pass with Reservation was earned. Students must re-take any question in which Fail was earned. If a student Fails a question twice, the department's School Psychology Committee will provide a determination regarding the student's status in the doctoral program. The committee may decide an improvement plan is needed or that the student may no longer enroll in courses and is terminated from the program.

Students are notified within three weeks following the doctoral comprehensive examinations regarding the committee's evaluation of their responses. 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.

Additional information about these examinations can be found on the department website: (www.iup.edu/schoolpsychology). For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Practica and Internship Requirements

For those wishing to practice school psychology in Pennsylvania, they should consider the following additional criteria required by the Pennsylvania Department of Education (PDE; 2009):

Pennsylvania considers the education of its children to be among the highest priorities of state government and has dedicated many resources toward that end. Educators prepare for their responsibilities in the schools of the Commonwealth by the completion of (1) state-approved teacher education programs including a student teaching or intern experience, (2) Praxis II assessments, and (3) application materials documenting that all certificate requirements have been met. Those requirements have been raised significantly in recent years.

Pennsylvania Child Protections Services Law and IUP's background investigation checking policy requires that all students and faculty are required to maintain the following clearances:

Act 34 - Pennsylvania State Police Criminal Records Check (SP4-164)

Act 151 - Pennsylvania Department of Human Services Child Abuse History Clearance Check (CY-113) to determine if the person is named as a perpetrator of an indicated or founded child abuse report, and

Act 114 - Federal (FBI) Fingerprint Criminal History Record Information check

Students and faculty are also required to adhere to mandated reporting requirements for suspected child abuse outlined in 49 Pa. Code § 42.42. The procedures for reporting are as follows:

(c) *Reporting procedure.* Reports of suspected child abuse shall be made by telephone and by written report.

(1) *Oral reports.* Oral reports of suspected child abuse shall be made immediately by telephone to ChildLine, (800) 932-0313.

(2) *Written reports.* Written reports shall be made within 48 hours after the oral report is made by telephone. Written reports shall be made on forms available from a county children and youth social service agency.

(d) *Written reports.* Written reports shall be made in the manner and on forms prescribed by the Department of Public Welfare. The following information shall be included in the written reports, if available:

(1) The names and addresses of the child and the parents or other person responsible for the care of the child, if known.

(2) Where the suspected abuse occurred.

(3) The age and sex of the subjects of the report.

(4) The nature and extent of the suspected child abuse including any evidence of prior abuse to the child or siblings of the child.

- (5) The name and relationship of the persons responsible for causing the suspected abuse, if known, and any evidence of prior abuse by those persons.
- (6) Family composition.
- (7) The source of the report.
- (8) The person making the report and where that person can be reached.
- (9) The actions taken by the reporting source, including the taking of photographs and X-rays, removal or keeping of the child or notifying the medical examiner or coroner.
- (10) Other information which the Department of Public Welfare may require by regulation.

School psychology interns are required to abide by the National Association of School Psychologists' (NASP; 2010) "Principles for Professional Ethics" and the American Psychological Association's (APA; 2010) "Ethical Principles of Psychologists and Code of Conduct." Moreover, PDE also maintains professional codes of conduct (22 Pa. Code § 235.1-235.11) to which all practica students are expected to adhere:

Section 4. Practices

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following:
 - (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
 - (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
 - (3) Professional educators shall maintain high levels of competence throughout their careers.
 - (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
 - (5) Professional educators shall accept the value of diversity in educational practice.

Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students' principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Role of Faculty Facilitator

The faculty facilitator or the practicum student will negotiate a practicum placement between the practicum student and a field (site) supervisor per the specifics of each practicum experience. The practicum student will meet with the faculty facilitator to determine which activities will be appropriate

for that semester. The faculty facilitator will meet/communicate with field supervisors as often as necessary to discuss student needs and the availability of practica opportunities. The faculty facilitator will grade the student after conferring with the field supervisor.

Role of Field Supervisor

Field supervisors will provide practicum activities that are meaningful to the student and practical for them and their districts. They will serve as models for the student and convey a commitment to professional and social responsibilities as defined by statutes and the ethical code of school psychology. The field supervisor will meet with the practicum student and identify what activities he/she can provide. For certain experiences specific plans and contracts will need to be approved by IUP, the EDSP Department, and the practicum site.

Logs

All School Psychology PhD students are required to log their practica and internship hours using the log template below.

Practica and Internship Summative Log

| DOCTORAL PRACTICA AND INTERNSHIP LOG | |
|---|--------------|
| Intern Name: | |
| <i>All entries should be recorded in hours in decimal form. For example, 90 minutes should be expressed as "1.5."</i> | Total |
| Assessment | |
| Individual | 0 |
| Class wide/screening | 0 |
| Progress monitoring | 0 |
| FBA | 0 |
| Report Writing (including test scoring) | 0 |
| Practicing assessments | 0 |
| Classroom Observation | 0 |
| Meetings | |
| MDE meetings | 0 |
| IEP meetings | 0 |
| Pre-referral team meetings | 0 |
| Parent meetings | 0 |

| | |
|---|---|
| Other meetings | 0 |
| Direct Interventions (incl. Counseling) | |
| Individual | 0 |
| Group | 0 |
| Class wide | 0 |
| Indirect Interventions/Consultation | |
| Individual | 0 |
| Group | 0 |
| Class wide | 0 |
| In-Service/Professional Development | |
| Participated ('in audience') | 0 |
| Presenter/preparing for presentation | 0 |
| Case Management (email, phone calls, etc.) | 0 |
| Research/Teaching Activities | |
| Research activities | 0 |
| Program evaluation | 0 |
| Professional writing activities | 0 |
| Teaching/guest lecture | 0 |
| Planning for teaching/guest lecture activities | 0 |
| Supervision from Field Supervisor | 0 |
| Supervision of Trainees | 0 |
| Pupil Services Activities | |
| Pupil Services Project | 0 |
| Needs Assessments | 0 |
| Budget Review | 0 |
| District Testing Program | 0 |
| System Change Initiatives | 0 |
| Other Learning Activities | 0 |

| | |
|---|--|
| TOTAL INTERNSHIP HOURS (must equal or exceed 1600 hours) | |
| TOTAL PRACTICA HOURS (must equal or exceed XXX hours; TBD based on course and required number of credits/course) | |

Practica

Within the context of the School Psychology PhD Program at Indiana University of Pennsylvania (IUP), the term *practicum* refers to the experiences student clinicians are provided to integrate theory from course content and ethics into practical applications of professional skills and competencies. All students must complete practicum courses as a part of the required course sequence. Most practicum students are not certified school psychologists, as they have not reached this point in the development of their skills. Required practicum experiences are integrated into the program’s course sequence (e.g., EDSP 755/855) and provide students with opportunities to apply knowledge and skills being learned in accompanying courses (e.g., EDSP 711, 760, 812, and 813). Students are also required to complete three rotations (e.g., EDSP 849/949) in the Child Study Center (CSC), which is our university-based training clinic, two as student clinicians and one as supervisor of student clinicians. Finally, students complete practicum activities as part of various classes (e.g., EDSP 745, 748, 814, 818, 863) with no additional course requirements associated with them. All practicum experiences are provided and directly supervised by designated faculty supervisors and, when appropriate, field-based supervisors.

The Department of Educational and School Psychology (EDSP) strives to develop competent, professional school psychologists. Skills and competencies exhibited by school psychologists cannot be mastered in a traditional classroom setting alone. To that end, a variety of practica are offered so that students can integrate course content into practical experiences. Additionally, practica provide opportunities for graduate students to develop and demonstrate effective communication skills and the capacity to collaborate with a variety of professionals, parents, and students. Practicum experiences are designed to coincide with overall development in other curricular areas. Although students start practicum at various levels of development, continuous growth is expected for each student.

Practica Coursework

The School Psychology Ph.D. 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, professional qualities, and research skills necessary to provide services and leadership within the schools and to children and their families.

The professional application of skills to meet the educational, cultural, and familial needs of children in a school setting is enhanced by three practicum courses embedded within the school psychology course sequence: Practicum in School Psychology (EDSP 755/855), School Counseling Practicum (EDSP 978), and Advanced Practicum in School Psychology and Supervision (EDSP 849/949). Practicum in School

Psychology and Advanced Practicum in School Psychology and Supervision are repeated at different points in the course sequence with a distinct focus on a set of competencies at each point.

Practica Offered in EDSP 755/855 and 849/949

Practicum experiences are required for all students throughout the PhD program course sequence beginning with semester one and are embedded in the course EDSP 755/855, which provides students with opportunities to apply knowledge and skills being learned in accompanying courses (e.g., EDSP 711, 760, 812, and 813). EDSP 755/855 courses are taken for variable credit and require students to apply knowledge and skills being learned in accompanying courses completed during the same semester (see Table 1 below). Students are also required to complete three rotations of EDSP 849/949, one of which includes supervising students in our Educational Specialist Program, in the Child Study Center (CSC), which is our university-based training clinic.

All practicum experiences are provided and directly supervised by designated faculty supervisors and, when appropriate, field-based supervisors. Students demonstrate knowledge and skills acquired within a structured, supervised experience in the onsite university-based training clinic in EDSP 849/949. Students enroll in EDSP 849/949 in both the Spring of Year 2 (3 credits), Summer of Year 2 (3 credits), and Summer of Year 4 (3 credits). During the Summer of Year 4 when students take Advanced Practicum in School Psychology and Supervision (EDSP 849/949), they supervise students in IUP's Educational Specialist Program through the EDSP 849/949 course (while also under the supervision of faculty). During the Spring of Year 3, students are enrolled in the School Counseling Practicum course (EDSP 978).

EDSP 849/949 is a capstone experience that is completed prior to the students' school-based internship (EDSP 852/952) or dissertation (they select). Consultation with parents and schools and a wide range of assessment activities are undertaken in EDSP 849/949. As professional confidence and skills increase, candidates take on more individual responsibilities for these activities but remain under close faculty supervision. Candidates must display adequate clinical skills and dispositional characteristics to successfully complete these courses. All candidates must earn at least a B grade in EDSP 849/949 across all semesters to qualify for placement at an off-campus internship site and/or proceed with their dissertations. All faculty supervisors in the Child Study Center are certified school psychologists.

Below is the sequence of practicum courses each School Psychology PhD student takes:

Fall Semester Year 1: Practicum in School Psychology (EDSP 755, 1cr)

Taken in conjunction with Introduction to School Psychology (EDSP 711), the professional responsibilities of the school psychologist are explored in relation to ethical and legal aspects, state and federal litigation and legislation, dynamics and organization of regular and special education, issues in multicultural and exceptional child education, and provision of assessment, placement, and intervention services in public schools. Students conduct a number of educational personnel interviews and structured observations in various educational settings to learn more about how schools operate.

Spring Semester Year 1: Practicum in School Psychology (EDSP 755, 2cr)

Taken in conjunction with Academic Assessment (EDSP 813) and Academic Interventions (EDSP 746), one credit with each course, students develop skills necessary to administer and interpret informal,

developmental, perceptual-motor, adaptive, achievement, and other allied measures used in a psychoeducational assessment and academic interventions. Moreover, students should become aware of issues associated with individualizing assessment based upon variables such as ethnicity, socioeconomic status (SES), gender, medical conditions, and linguistic and cultural differences.

Fall Semester Year 2: Practicum in School Psychology (EDSP 755, 2cr)

Two credits are taken in conjunction with Cognitive Assessment (EDSP 812), a course which provides students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence and achievement. Students are trained to conduct curriculum-based measurement procedures, communicate assessment results, and use assessment results for intervention planning.

Spring Semester Year 2: Practicum in School Psychology (EDSP 755, 1cr)

Taken in conjunction with Group Counseling for School Psychologists (EDSP 760), this course is designed to provide school psychology students with an overview of the basic dynamics, theoretical components, and developmental aspects of group counseling, to aid in their development of group counseling skills, and increase their awareness of legal and ethical aspects in the group counseling process. The course combines the use of lectures, discussion, experiential exercises, readings, reflections, and videos to advance students' knowledge and skills. Students also explore group leadership and member roles through participation in role play in a small group setting.

Spring Semester Year 2: Advanced Practicum in School Psychology and Supervision (EDSP 849, 3cr)

The student clinician engages in a faculty supervised practicum experience with children and youth, their parents, and teachers completed at the IUP Child Study Center. Student clinicians demonstrate their knowledge base and clinical competencies through a team approach to the completion of comprehensive case studies of community referred children and youth with learning and/or behavior problems. Case planning, implementation, staffing, and follow-up consultation with parents and teachers are the primary focus of the practicum.

Summer I Year 2: Advanced Practicum in School Psychology and Supervision (EDSP 849, 3cr)

The student clinician engages in a faculty supervised practicum experience with children and youth, their parents, and teachers completed at the IUP Child Study Center. Student clinicians demonstrate their knowledge base and clinical competencies through a team approach to the completion of comprehensive case studies of community referred children and youth with learning and/or behavior problems. Case planning, implementation, staffing, and follow-up consultation with parents and teachers are the primary focus of the practicum.

Fall Semester Year 3: Practicum in School Psychology (EDSP 855, 1cr)

Taken in conjunction with Neuropsychology of Children's Learning Disorders (EDSP 942), this course is designed to examine the neuropsychological underpinnings associated with children's learning and behavior. The efficacy of various assessment approaches are explored in diagnosing areas of strengths and weaknesses and the development of appropriate remedial interventions. The course combines the

use of lectures, discussions, experiential exercises, readings, reflections, and videos to advance students' knowledge and skills.

Spring Semester Year 3: School Counseling Practicum (EDSP 978, 3cr)

The student clinician engages in a faculty supervised applied experience in the delivery of counseling services which is designed to develop students' counseling skills through application of skills learned in prerequisite courses. The primary emphasis is on performing counseling and related activities in a field-based placement, likely a school setting, comprising both on-campus and field-based experiences.

Summer I Year 4: Advanced Practicum in School Psychology and Supervision (EDSP 949, 3cr)

This course involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. The purpose of this class is to have doctoral level students engage in applying supervision skills by supervising second year students in IUP's Educational Specialist program who are performing evaluations in our Child Study Center, a university-based assessment and training clinic. Therefore, doctoral students apply theoretical approaches to supervision by intervening on supervisees' areas of growth by building competencies through interventions and evaluation of those interventions, communicating with supervisees in oral and written manner, supporting supervisees to make professional and clinical judgments, ensuring supervisees adhere to professional ethical codes, etc.

Table 4. Map of Practicum Course Alignment with NASP Domains

| | EDSP 755 (assoc. w/ EDSP 711) Fall Y1* | EDSP 755 (assoc. w/ EDSP 813) Spring Y1 | EDSP 755 (assoc. w/ EDSP 812) Fall Y2 | EDSP 755 (assoc. w/ EDSP 760) Spring Y2 | EDSP 849 Spring Y2 | EDSP 849 Summer Y2 | EDSP 855 (assoc. w/ EDSP 942) Fall Y3 | EDSP 978 Spring Y3 | EDSP 949 Summer Y3 |
|----------------|--|---|---|---|------------------------------|----------------------------------|---|------------------------------|----------------------------------|
| NASP Domain | | | | | | | | | |
| 2.1 | | | X | | X | X | X | | X |
| 2.2 | | | | | X | X | | | X |
| 2.3 | | X | | | | | X | | |
| 2.4 | X | | | | | | | X | |
| 2.5 | X | | | | | | | X | |
| 2.6 | | | | X | | | | | |
| 2.7 | | | | | X | X | | X | X |
| 2.8 | | | X | | | | | | |
| 2.9 | | | | X | | | | | |
| 2.10 | | | | | X | X | | | X |

**Note: Y1 = Year 1, Y2 = Year 2, etc.*

Internship

All PhD students are required to complete a full-time internship experience that meets (or exceeds) 1600 hours (which exceeds the NASP requirement of 1500 hours) all of which are completed in a school-based setting. As a part of this required experience, students must submit ten products as part of an electronic portfolio to demonstrate their development of competencies across the NASP Standards. Additional information about these products can be found below in the section describing the doctoral internship electronic portfolio.

Signed Agreement

The designated IUP official and an agency functionary who has signatory authority from the internship site must sign an official IUP Internship Agreement. If the internship host agency requires its own agreement or wishes to alter the IUP agreement, procedures for approval of these changes must be followed before signatures can be affixed. Internship agreements are typically in effect for five years. It is permissible for a signed agreement to be in effect for more than one IUP student within the period of coverage. This agreement represents a legal contract between the university and the school district; it does not determine the specific activities completed during the internship year. These activities are determined collaboratively between the faculty facilitator, field supervisor, and graduate student intern. The basis of these activities is the ten products required to be completed by each intern over the course of their year-long placement as part of their internship course (EDSP 952). Additional experiences are co-constructed based on program guidelines, school district need, and graduate student intern interest.

Approved Internship Field Supervisor

The internship supervisor must meet the following criteria:

- a. work as an employee of the host agency;
- b. have a minimum of one year of experience in the host agency;
- c. hold a doctorate in a field of psychology and be certified as a school psychologist in the state where the internship will take place;
- d. have a minimum of three years of experience as a school psychologist in the state in which the supervisor is practicing (or three years of experience with the NCSP credential);
- e. have overall responsibility for the school psychological services provided by the intern;
- f. develop with the intern goals to be achieved during supervision;
- g. be accessible to the intern for consultation and to the clients of the intern to answer questions and respond to concerns;
- h. use appropriate methods of supervision, including observations and review of audio- or video-recordings, and review of reports, at the discretion of the supervisor;
- i. provide two hours per week of face-to-face supervision to the intern;
- j. be authorized to terminate services provided by the intern to a client and if necessary, terminate the supervisory relationship;
- k. have access to educational records of the intern's clients;
- l. provide an evaluation to the IUP Doctoral Program in School Psychology of the intern's performance at the end of each academic term during which the internship is in effect;
- m. countersign reports that are authored by the intern. If only multi-disciplinary reports are used, the supervisory relationship between the intern and the supervisor should be annotated on the report.

If the approved field supervisor is not an employee of the host agency, a memorandum of understanding (MOU) should be developed between the field supervisor and the host agency that articulates points (c) through (m) of the aforementioned field supervisory requirements. The MOU should be co-signed by the field supervisor, an appropriate school district functionary, and the intern, and should be submitted to the IUP doctoral internship coordinator before the beginning of the internship.

Registration

All School Psychology PhD students will register for the doctoral internship course (EDSP 952) only after all of the aforementioned procedures have been completed and the documentation is provided to the internship coordinator. Typically, students register for 3 credits in the Fall semester and then 3 credits in the spring semester. A total of 1600 clock hours of internship are required, which exceeds the NASP standard of 1500 hours. Students are generally expected to complete these hours over the course of the entire academic year of the host agency. However, the student may ask permission from the School Psychology Committee to continue to accrue hours and complete required internship activities beyond the second term/end of the academic year for the host agency, if internship hours and/or tasks are not complete. The instructor of record for this doctoral internship course serves as the faculty facilitator for the internship and works together with the field supervisor and doctoral intern to manage the experience and ensure compliance and progress.

All internship hours and activities must be completed on a sequential and continuous schedule. Doctoral interns are expected to complete a full-time internship within one year. For example, if the internship began in fall term, all activities and hours should be completed by beginning of the next fall term.

Interns who desire to complete the doctoral internship on a part-time basis must submit a formal request to obtain permission to do so from the School Psychology Committee via the doctoral internship coordinator. All doctoral interns are assumed to be following the full-time (one-year) sequence, unless a formal request is submitted. Part-time internships should be completed within two years. For example, if the internship began in fall term, all activities and hours should be completed by the beginning of the fall term two years later.

Failure to complete all hours and activities by the completion of the internship will result in an 'E' grade and a requirement to take another three to nine credits of EDSP 952 (determined by the School Psychology committee)

Internship Logs

The doctoral intern is required to submit logs on a monthly basis to the faculty member/supervisor who is responsible for the intern's section of EDSP 952, according to the prevailing format and instructions for submission. Logs must be submitted on D2L by the 3rd of every month (reporting on the hours from the previous month). By the end of the internship experience, students condense these monthly logs to one summary log (see pp. 21-22) outlining the entire doctoral internship experience of the intern by hours/activity. The total number of hours of this summary log must equal 1600 hours.

Note: Interns may log a maximum of 40 hours per week.

Note: Interns must log (at least) two hours of face-to-face supervision per week.

Internship Hours

The doctoral intern must complete a minimum 1600-hour school-based internship experience, which exceeds the NASP standard of 1500 hours.

Doctoral Internship Electronic Portfolio Requirements

The doctoral intern is required to submit products/reports identified on the Doctoral Internship Electronic Portfolio Requirements form to the faculty member/facilitator who is responsible for the intern's section of EDSP 952 according to the prevailing format and instructions for submission. These products/reports represent the basic skills and competencies IUP School Psychology PhD doctoral students are required and expected to master by the end of their internship. Each one of these products is linked to a NASP domain and demonstrates to the faculty facilitator and field supervisor that the doctoral intern has developed skills and competencies indicating their readiness for their first professional school psychology position. To evaluate these products/reports, the field supervisor, faculty facilitator, and intern rate the intern's performance using rubrics/key assessments found in the School Psychology PhD KARS Manual. Students are required to earn at least a score of 2 on all internship products/reports to demonstrate competency within that NASP domain and readiness for certification. All Doctoral Internship Electronic Portfolio Ratings by the field supervisor, faculty facilitator, and intern must be complete for all ten products two weeks prior to the end of the second semester of internship.

The Electronic Portfolio should be completed over time. Therefore, each time an activity is completed, it should be submitted to your field supervisor and faculty facilitator for them to review and rate. The intern should also immediately complete their self-rating. The intern is responsible for ensuring that all ratings are completed by all raters.

- The intern completes a self-rating on all products submitted for the Electronic Portfolio (posted on D2L). The intern will download the rating form from D2L and print it, complete each rating as each product is created, and when all products are completed and self-rated, will sign the form and scan it to a PDF file. The intern will upload the PDF file to the designated Dropbox on D2L.
- The internship field supervisor will rate all products submitted for the Electronic Portfolio. The intern will download the form from D2L and print it, ask the field supervisor to complete the ratings as the products are created, and when all products are completed and rated by the field supervisor, have the supervisor sign the form and scan it to a PDF file. Upload the PDF file to the designated Dropbox on D2L.
- The faculty facilitator will rate all products submitted for the Electronic Portfolio; the intern will email the faculty facilitator when products are submitted on D2L. The faculty rating will appear as a grade in the Dropbox on D2L.

Note: All reports submitted on D2L to faculty must be redacted to ensure confidentiality.

Note: DO NOT click submit until May or June when all activities are complete. DO NOT bookmark this link.

Note: Interns, field supervisors, and faculty facilitators should maintain a hard copy of their ratings.

Table 5. Summary of Products to be Rated for Doctoral Internship Portfolio

| NASP Domain | Activity |
|-------------|---|
| 2.1 | Neuropsychological Evaluation |
| 2.2 | Reflection Paper on Participation in Problem-Solving Teams |
| 2.3 | Rtl Report including Academic Intervention Plan (P12 Impact) |
| 2.4 | FBA Report and Behavior Intervention Plan (P12 Impact) |
| 2.5 | Reflection Paper on Systems Consultation |
| 2.6 | Report on Counseling Activities |
| 2.7 | Documentation Regarding Involvement in Family-School Collaboration |
| 2.8 | Evaluation of Student with Low Incidence Disability |
| 2.9 | Program Evaluation IRB and Final Report |
| 2.10 | Documentation of Leadership Activities |

Doctoral Internship Evaluation

Knowledge and Skills Standards

Rubrics are used to rate all ten internship products/reports (each aligned with one of the NASP domains and representing the Knowledge and Skills Standards as discussed earlier in this document) identified in Table 5, and minimum competence must be achieved on each product/report by all doctoral interns to be approved for state certification as a school psychologist. These specific rubrics can be found in the School Psychology PhD Program KARS Manual. As with all course associated assignments and rubrics/key assessments, student performance is assessed using a four-point scale with a score of two

(2) being the minimum required for the student to show attainment of a skill. The ratings from these rubrics for all ten products/reports are subsequently summarized to produce an overall score/grade for the student in the doctoral internship course and determine readiness for certification.

Field supervisors also complete a rating form for each doctoral intern via Qualtrics at the end of each semester of internship. This rating form is used to evaluate the doctoral intern’s performance related to the knowledge and skills, as well as professional behavior, standards as discussed earlier in this document. This rating form is presented in Table 6. A minimum score of three (3) is required on each item by the end of the internship year to ensure attainment and competence and for successful completion of the internship. A rating of No Opportunity will not be counted against the doctoral intern regarding the passing of the internship. However, if a majority of items on the fall semester evaluation have been rated as No Opportunity, the doctoral intern, faculty facilitator, and field supervisor will meet to discuss how this will be remedied in the spring semester to ensure that the doctoral intern receives all experiences necessary to successfully complete the internship experience and be deemed ready for state certification and practice as a school psychologist by the end of the spring semester of internship. Directions provided to the field supervisor are as follows: *You are asked to rate the student’s overall competency level, which can be difficult given the numerous assessment methods. Please provide a rating that generally reflects the student’s skills and note with which method(s) the student needs more experience within your comments. Use the table provided to assign your ratings.*

| Rating | Descriptor |
|---------------|-------------------|
| 1 | Novice |
| 2 | Advanced Beginner |
| 3 | Competent |
| 4 | Proficient |
| 5 | No Opportunity |

Table 6. Internship Field Supervisor’s Biannual Evaluation

| Question Number | Question/Information Requested |
|------------------------|---|
| 1 | Field Supervisor Name |
| 2 | Field Supervisor Title |
| 3 | Field Supervisor Role |
| 4 | Supervisee Name |
| 5 | Demonstrate knowledge of varied methods of assessment and data collection. |
| 6 | Can apply results of assessment to develop interventions or recommend services. |

- 7 Can apply results of assessment to evaluate interventions.
- 8 Demonstrates knowledge of varied methods of consultation and collaboration applicable to individuals, families, groups, and/or systems.
- 9 Demonstrated skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
- 10 Demonstrates knowledge of influences (e.g., biological, cultural, social) on students' learning of academic skills; cognitive and developmental processes; and evidence-based curriculum and instructional strategies.
- 11 Demonstrates skills in using assessment and data collection methods to develop or recommend services supporting students' academic and cognitive skills.
- 12 Demonstrates skills in using assessment and data collection methods to implement and evaluate services supporting academic and cognitive skills.
- 13 Demonstrates knowledge of influences (e.g., biological, cultural, social) on students' behavior and mental health.
- 14 Demonstrates knowledge of evidence-based strategies to promote social-emotional functioning and mental health.
- 15 Demonstrates knowledge of how behavior and social-emotional functioning impacts learning and life skills.
- 16 Demonstrates skills to use assessment and data-collection methods to implement and evaluate services that support socialization, learning and mental health.
- 17 Demonstrates knowledge of school and systems structure, general and special education, and technology resources.
- 18 Demonstrates knowledge of evidence-based practices that promote academic outcomes, learning, social development, and mental health.
- 19 Demonstrates skills, in collaboration with others, to develop and implement practices and strategies to create and maintain effective and supportive learning environments.
- 20 Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health.
- 21 Demonstrates knowledge of multitiered prevention services in the school and community to support learning and mental health.
- 22 Demonstrates knowledge of services in the school and community to implement effective crisis preparation, response, and recovery.
- 23 Demonstrates skills, in collaboration with others, to promote services that enhance learning, mental health, safety, and physical well-being and the implementation of effective crisis preparation, response, and recovery.
- 24 Demonstrates knowledge of family systems, strengths, and needs.

- 25 Demonstrates knowledge of methods to develop collaboration between families and schools.
- 26 Demonstrates knowledge of the influence of culture on family-school interactions and collaborations.
- 27 Demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership and/or interactions with community agencies.
- 28 Demonstrates knowledge of individual differences (e.g., abilities, disabilities, and other diverse characteristics) variables that impact learning and development.
- 29 Demonstrate knowledge of principles, research, and evidence-based strategies to enhance services and influences related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences.
- 30 Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
- 31 Demonstrates Demonstrate knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- 32 Demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
- 34 Demonstrates an understanding of how to control for variables that would impact the reliability and validity of data collection techniques.
- 35 Demonstrates the ability to plan and conduct a program evaluation to evaluate school-based services.
- 36 Demonstrates knowledge of the history and foundations of school psychology.
- 37 Demonstrates knowledge of multiple service models and methods.
- 38 Demonstrates knowledge of ethical, legal, and professional standards and other factors related to professional identity and effective practice as school psychologists.
- 39 Demonstrates skills to provide services consistent with ethical, legal, and professional standards and engaging in responsive ethical and professional decision-making.
- 40 Demonstrates skills in applying professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

- 41 Comments
- 42 Recommendation for course grade

P12 Impact

Doctoral interns are required to complete two cases during the internship, one behavioral and one academic (See Table 5; Rtl Report including Academic Intervention Plan and FBA Report and Behavior Intervention Plan). These cases necessitate that the doctoral intern determine the student’s needs in the area of behavior or academics, assess baseline skills, implement an appropriate intervention/plan, collect progress monitoring data, assess skills at intervention completion, and evaluate the success of the intervention. Doctoral interns will calculate P12 student impact of the intervention/plan using effect size, with the expectation that the intervention/plan will produce at least a moderate effect size representing change in the P12 student’s behavior or academic skill. If the resultant effect size is not at least moderate when calculated, the doctoral intern will be required to modify the intervention accordingly with the input of the field supervisor and/or faculty facilitator until a moderate effect size is achieved. Evaluating progress monitoring data throughout the course of the intervention/plan also may result in changing or tweaking of the intervention/plan in order to produce maximum results for the P12 student with whom the doctoral intern is working.

Doctoral Intern’s Title

The doctoral intern’s title must be transparent. Therefore, each doctoral intern must clearly disclose all of their functions within the internship setting. Thus, if the doctoral intern is both a doctoral intern and a certified school psychologist, all documents should state, “School Psychology Doctoral Intern and PA Certified School Psychologist.”

It is important to note that all documents should have this discloser. This includes, but is not limited to: signature lines (i.e., letters and email), employee identification cards, employee documents (i.e., human resource materials), evaluation reports (including the signature line), voicemail, business cards, etc.

Reexamination Policy

No student is permitted a “third” examination without a recommendation to that effect from the degree program’s sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Dissertation

Making steady progress toward earning your degree means producing high quality work overall, which greatly increases your ability to complete the program. No matter your location, check your IUP e-mail account regularly throughout the year; we will use it to communicate with you. Check in with your dissertation advisor on a regular basis after you finish course work and until you graduate. You should contact your advisor once a semester (as a minimum) to report on your progress. It is your responsibility to stay in contact with your advisor on this regular basis to support your continuing progress.

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 taking internship credits). For this period during dissertation, 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.

You are eligible to begin the dissertation process if you have:

- Successfully completed all coursework
 - earning a ‘B’ or higher in all core courses;
 - excluding the internship course if you selected to take dissertation first;
 - if you took internship first, you must earn a ‘B’ or higher
- Passed the Praxis II Exam
- Passed the Candidacy Exam
- Passed the Comprehensive Exam
- Established a dissertation chair and committee
- If applicable, resolved or are making adequate progress on an Improvement Plan
- Filed a Research Topic Approval Form (RTAF) form - this is the form that you file with the SGSR that stipulates your title, topic, and dissertation committee members.

Dissertation Committee

A dissertation committee consists of **THREE or more** faculty members (minimum). At least half of the committee must be EDSP faculty members. No person may serve on a dissertation committee if that person is in the immediate family of the student. Immediate family is defined as: spouse, child, stepchild, parent, stepparent, parent-in-law, brother, sister, brother-in-law, or sister-in-law.

Dissertation Chair

- Your dissertation chair must be an EDSP faculty member.
- The dissertation chair is sometimes also referred to as the “dissertation advisor” or “dissertation director.”
- You will work closely with your dissertation chair from the inception of your topic through all the stages of the dissertation.
- If you need help choosing an advisor please meet with the Director of the Doctoral Program, who can advise you on possible chairs for your committee based on the topics faculty research.

Members/Readers (minimum - 2)

- One reader must be from the EDSP department. The second reader may be from the EDSP department or from other departments on campus (i.e., Special Education, Psychology, etc.), or a member of another PASSHE school.
- Additionally, there may be an outside reader (see Outsider Reader subsection for more information).
- Readers may be consulted about questions that fall in their fields of expertise, but they normally respond only to the final draft of your first three chapters and dissertation. At the defense, the readers again play an important role in responding to and approving the final draft of your dissertation.

You are expected to maintain a professional relationship with each member of your committee, and you should expect committee members to do the same with you and with one another.

Outside Readers

If a student and dissertation advisor think it would be appropriate, it is possible to invite an outside scholar to be a reader on the committee. This outside reader should be involved in graduate education at his or her own institution and have publications in the field. The outside reader must be approved by the Director of the Doctoral Program, the Senate Graduate Committee, the Graduate Dean, and the Union; the official approval request is initiated by the Director of the Doctoral Program.

To invite an outside reader to join the dissertation committee, the student should send an e-mail request to the Director of the Doctoral Program and include:

- a brief statement of the student's dissertation topic,
- a brief justification as to why the scholar is being invited to be an outside reader (e.g., "Dr. X has expertise in such-and-such and this expertise is important for the student's dissertation."), and
- a copy of the potential outside reader's CV.

The Doctoral Director will then take the request through the approval process and the dissertation chair will receive a letter stating that the reader has been approved. IUP does not compensate outside readers for their service.

Steps to Completing the Dissertation

The dissertation experience will consist of the following steps:

1. The student will develop an appropriate research topic in consultation with the chair and committee.
2. The student will then write a prospectus of the proposed study in consultation with the chair of the committee.
3. The student will then present the prospectus at a meeting with the committee. The purpose of this meeting is to craft a dissertation plan that is approved by the committee.
4. After the prospectus meeting, the student will distribute a copy of the proposal to all members of the committee. 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 RTAF and IRB, the student will write Chapters 1, 2, and 3 of the dissertation document. After the chair has approved the above chapters, the student will distribute copies of these chapters to all members of the committee. The student should allow a minimum of three working weeks for faculty to review of all submitted material. A Three Chapter Defense will then be scheduled at IUP with members of the committee. **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 committee. After the committee has had three working weeks to read the document, a meeting will be scheduled at IUP with members of the committee 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 committee.
10. If the committee fails to approve the dissertation, the proposal defense, or the final oral defense, the student may be required to schedule another meeting with the committee in order to demonstrate a resolution of the committee's concerns.

Submitting the Research Topic Approval Form (RTAF)

1. Work with your dissertation chair to develop a proposal of your intended dissertation research project including the topic, rationale, method of study, references and estimated timeline for the project. Please see the *Thesis/Dissertation Handbook* for an example of one of these

proposals: <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/index.html>

2. Obtain a Research Topic Approval Form from the Graduate Office or from the SGSR website: <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/all-forms.html>
3. With your dissertation chair's approval, schedule a Topic Approval Meeting. This meeting may also be called a "prospectus meeting." This is an informal meeting to discuss your topic, rationale, method, etc.
4. Once your RTAF is finalized and committee members have signed it, turn it in to SGSR.
5. Work diligently on your first three chapters. Review the Thesis and Dissertation information provided by the Graduate School at <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/thesis-dissertation-manual.html>
6. Follow the most recent version of the IUP Thesis/Dissertation Manual from SGSR (<https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/thesis-dissertation-manual.html>) and the current edition of the APA or MLA manual. Plan to schedule the Three Chapter Defense within one year of completing your coursework.
7. Work with your dissertation chair to develop a proposal of your intended dissertation research project including the topic, rationale, research questions and hypotheses, literature review, method of study, proposed statistical analyses, and references. Please see the Thesis/Dissertation Handbook for an example of one of these proposals: <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/thesis-dissertation-manual.html>

Preparing Your First Three Chapters

Once your committee has agreed to serve, your topic has been approved, and you have filed your RTAF; it is time to write the first three chapters of your dissertation. At the "Three Chapter Defense" meeting, your committee will determine your readiness and ability to complete a dissertation research project based on this document. The chapters must follow the guidelines in SGSR's Thesis/Dissertation Manual and APA. Prior to the final defense of the dissertation, you should expect to revise all of these chapters in light of the remaining chapters of your dissertation. Nonetheless, the chapters for the Three Chapter Defense should represent your highest quality work.

You will develop the three chapters under the guidance of your dissertation chair. Your advisor may recommend that you consult your committee members on specific issues pertaining to their areas of expertise. Readers do not pre-approve chapters or duplicate the work of the dissertation chair.

The specific nature of the three chapters to be presented to the committee will vary, depending on the type of research being conducted (a theoretical vs. an empirical study, for example). But in all cases, the three chapters must demonstrate an argument for the need for the study with respect to the existing

literature. The student must demonstrate his/her breadth of knowledge. Most all dissertations follow this format:

- Chapter 1: Introduction. Conceptualizes the topic and situates it broadly within the existing literature, outlines an argument based on the need for the study, and presents specific research questions.
- Chapter 2: Literature Review. Develops in-depth the argument introduced in Ch. 1 by critically analyzing and synthesizing the relevant literature in the field, explaining both the contributions and limitations of this research with respect to the student's own project, defining key terms, and providing transitions into the next chapter.
- Chapter 3: Methodology. Describes the research design, site, participants, documents, materials, and data collection and analysis.

Three Chapter Defense

You must schedule at least **three working weeks** of reading time each time you send a draft to your chair or to your readers. This meeting is not a public event. Therefore, it is closed to individuals other than the student and committee members. During this culminating evaluation meeting the student will demonstrate a sound argument for the need for the study, breadth of knowledge of the field and relevant sub-fields, a clear focus and organization, and good writing quality. The committee will evaluate the student's oral and written performance and the dissertation chair will notify the Director of the Doctoral Program regarding the outcome.

Three Chapter Defense: Possible Outcomes

The committee will decide on one of these possible outcomes, and at the conclusion of the meeting, will submit the decision to the Director of the Doctoral Program:

- **Pass.** This outcome applies when the student has demonstrated, through both the chapters submitted and performance during the meeting, that they have met the criteria listed above and are well-prepared to undertake the dissertation research. In such cases the three chapters will require only minor revisions, and the student will respond to any concerns in a way that gives readers confidence the final defense will be successful. At this point, the student continues the dissertation process and, if they have not already done so, submit a protocol to the Departmental and Institutional Review Boards for the Protection of Human Subjects (IRB). In some cases, IRB approval may need to be obtained earlier in the process. Consult with your advisor about the best time to submit the IRB application.
- **Fail.** A Fail means that the student has demonstrated that he or she is unlikely to produce a successful dissertation and thus is not permitted to complete the program; the advisor will provide the student with reasons for the decision based on the committee's evaluation of the student's work.

IRB Protocol

Federal regulations, and general ethical considerations, require that all research involving human participants meet certain federal guidelines for the protection of participants. Those regulations also established the requirements that must be met by an Institutional Review Board (IRB) for the Protection

of Human Subjects. You can find out more about IUP's IRB board at

<https://www.iup.edu/research/resources/conducting-responsible-research/irb/index.html>.

IUP's IRB board meets once a month to review cases that involve protected populations or unusually challenging research. Most other cases are eligible for expedited review and are reviewed on an ongoing basis without the wait for the monthly meetings. This makes the turnaround time for most cases reviewed by IUP's IRB board considerably less than one month. Make sure that you work with your dissertation director, who will also serve as the official co-investigator for your research, as you work through your IRB protocol. You will also need your director's signature on the IRB form so plan time for protocol development, obtaining your director's signature, and IRB turnaround time when planning your research.

Dissertation Defense

The dissertation defense, all revisions, and uploading the final copy of the dissertation to ProQuest, must occur before a student reaches the 7-year limit. All students living within the contiguous United States are required to attend the Dissertation Defense in person. Dissertation Defenses are public events meaning that your guests, other students, and members of the IUP community may attend.

When you give your copy of the dissertation to your committee for the defense, it should represent your best work and conform to the SGSR Thesis/Dissertation manual with which you began the program. The dissertation defense will cover the entire dissertation and, at the conclusion of the meeting, the chair will notify the Director of the Doctoral Program regarding the outcome.

Dissertation Defense: Possible Outcomes

- **Pass.** If a student passes, the committee members may sign at the end of the defense or opt to see revisions before signing.
- **Fail.** A Fail means that the student has demonstrated that he or she is unlikely to produce a successful dissertation and thus is not permitted to complete the program; the advisor will provide the student with reasons for the decision based on the committee's evaluation of the student's work at the defense meeting.

For students admitted after Fall 2017 – Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

For students admitted prior to Fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Submitting the Dissertation to the University

Be sure to consult the SGSR Thesis/Dissertation Manual early and often, as it contains information about specific requirements for formatting and submitting your dissertation. The final step in the process is to submit the dissertation, following the SGSR requirements for electronic submission (<https://staging.www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/finishing-your-degree/preparing-and-submitting-theses-and-dissertations/>). A bound copy is no longer required for the library in the English Graduate Office or the IUP library. You, your advisor, and committee members may request a bound copy.

Bound Copies

Because dissertations are available online once you submit them electronically, it is not necessary to give your director or committee members a bound copy of your dissertation. If someone on your committee does ask for a bound copy, though, you should provide the person with one; but with storage space being limited, most people do not require a bound copy.

We definitely recommend that you get at least two bound copies for yourself, (1 to keep and 1 for loaning out). You can find out more about binding options on the following SGSR website: <https://staging.www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/finishing-your-degree/thesis-dissertation-printing-and-binding-options/>

Graduation

In order to graduate, you must apply for graduation by the SGSR deadline. You can find out more about the graduation process at <https://www.iup.edu/commencement/graduate/how-to-apply-for-graduation.html>

It is important to note that student who will finish their dissertation process for an August graduation, will be allowed to walk in the large, University-wide May ceremony, but not in the large, University-wide December ceremony.

Degree Completion

School Psychology PhD Program

The PhD Program is a total of 120 credits. A M.Ed. in Educational Psychology is earned after successfully completing 36 credits of the required courses. In most cases, students earn the M.Ed. degree in Year 2 after their Summer II courses. In terms of the PhD degree, as students near the completion of the internship or dissertation experience (whichever comes last), must have successfully completed all coursework (earning a 'B' or higher in all core courses), passed the Praxis II Exam, Candidacy Exam, Comprehensive Exam, and successfully defended his/her dissertation. In addition, any student who has been on an improvement plan must have successfully resolved/completed all items on the plan. For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

[Access forms processed through the School of Graduate Studies and Research, click on *Current Students*:
http://www.iup.edu/graduatestudies/](http://www.iup.edu/graduatestudies/)

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The Following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

Academic Integrity

Bereavement-Related Class Absences

Continuous Graduate Registration for Dissertation and Thesis

Grade Appeal Policy

Graduate Fresh Start Policy

Graduate Residency Requirement

Leave of Absence Policy

Time Limitations

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation

Transfer of Credits Policy

(If you add program policy, be sure to delineate University policy and program policy.)

Signature Page

Insert text as necessary

[Example] My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____[please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to _____ by [Date]

The [department/program] will keep this signed document on file.