Indiana University of Pennsylvania

IUP Graduate Handbook
School Psychology Programs

Department of Psychology

Handbook Updated August 2022

School Psychology Programs
Department of Psychology
Uhler Hall, Room 101
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https://www.iup.edu/psychology/

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Introduction

Welcome

This handbook provides information about the graduate programs 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'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

https://www.iup.edu/registrar/catalog/index.html

Title IX Reporting Requirement

https://catalog.iup.edu/index.php

Student Conduct and Student Rights

https://www.iup.edu/studentsupportandstandards/policies/index.html
https://www.iup.edu/registrar/catalog/index.html

Department of Psychology

The School Psychology Programs reside in the Department of Psychology at Indiana University of Pennsylvania and were 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 programs 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
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice

Admission

The School Psychology Programs accept applications year-round. For the PhD Program, an MEd in Educational Psychology and a PhD in School Psychology can be earned 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), and the PhD requires 99 credits beyond those of the master's degree.

For the EdS Program, an MEd in Educational Psychology and an EdS in School Psychology can be earned in as little as three years. An MEd in Educational Psychology is earned after successfully completing 36 credits of the required courses (see course sequence), and the EdS requires 30 credits beyond those of the Master's degree.

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 programs is based on evaluation of the application materials, and work history, professional goals, and personal characteristics as determined during the interview.

All programs lead to a certificate issued by the Pennsylvania Department of Education which 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/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: https://www.iup.edu/registrar/catalog/index.html

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 information.
- o https://www.iup.edu/admissions/graduate/financialaid/index.html
- o Office of Financial Aid: www.iup.edu/financialaid/
- o *Program/Department Awards – optional*

Academic Advisement

The School Psychology program directors manage 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: www.iup.edu/graduatestudies/
Graduate Catalog: https://www.iup.edu/registrar/catalog/index.html
Office of Student Billing: https://www.iup.edu/student-billing/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
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-resources/index.html

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with 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 https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/general/ to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: https://www.iup.edu/registrar/catalog/index.html

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 EdS Program

The *EdS Degree in School Psychology* is designed for those who plan to pursue certification in school psychology and provide students with specific clinical skills necessary to function as school psychologists. The program includes a minimum of 66 credits, culminating in the Master's of Education (MEd) degree after two years and an Educational Specialist (EdS) degree after three years. All students complete coursework in educational and general psychology; individual differences; cognitive, affective, and social bases of behavior; behavioral studies; research; counseling; assessment; intervention, consultation, exceptionalities; law/ethics; and the use of psychological skills in multicultural settings. Specific course requirements can be found in the Program of Study section of the graduate catalog and are available on the department website (www.iup.edu/psychology). The specialist program includes a number of practica experiences and an internship that includes a minimum of 1,200 hours, at least half of which must occur in a school setting.

Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Department courses are identified by their assigned prefix code of EDSP in the title. Continuous enrollment of a minimum of 9 credits per semester and 6 credits per summer session is required for the EdS degree unless waived by the Coordinator of the Specialist Program and the School Psychology Committee.

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.
The program consists of 99 credits and requires students to attend fulltime. Of the 99 credits required, 85 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).

Certificates and/or Certification and/or Licensure

Students who complete the school psychology programs are eligible to apply for educational specialist certificate in school psychology through the Pennsylvania Department of Education (PDE). Students are also eligible to apply for the Nationally Certified School Psychologist credential through the National Association of School Psychologists (NASP; see http://www.nasponline.org/standards-and-certification/national-certification/why-become-an-ncsp).

Course Descriptions

EDSP 705 Multicultural Issues in Schools and Communities 3CR
Designed to assist students in developing the concept of culture and examine its influence on psychological development, interpersonal interactions, and functioning within the contexts of family, school, and community. The course includes topics regarding how persons are acculturated and how being a member of a minority culture affects participation in societal structures. An explication of how bias and prejudice against persons of minority status develop and impact societal institutions (e.g., schooling) will be provided. Special emphasis will be given to issues related to the needs of English-language learners (ELLs).

EDSP 711 Introduction to School Psychology 3CR
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 the public schools. Prerequisite: Permission of instructor.

EDSP 717 Evaluating the Effectiveness of Program Interventions 3CR
This course provides an overview of the application of the issues, theories, models and techniques of evaluations, measuring variables, analyzing data, reporting findings, and using results for evaluating and improving intervention programs.

EDSP 745 Counseling for School Psychologists 3CR
This course This course introduces students to the knowledge, techniques, skills, and processes basic to initiating, conducting, and terminating an effective counseling relationship with emphasis on the school setting. The course will expose students to a wide variety of conceptual models, but the focus will be on problems typically beginning in childhood and/or adolescence.

EDSP 746 Academic Interventions 3CR
This course provides an in-depth examination of developmental, cognitive, and interactionist learning theories as they apply to classroom instruction. Emphasis is placed on direct application of theory to the improvement of classroom instruction and the relationship of learning and motivation.

EDSP 747 Psychology of Human Development 3CR
Students will explore child development from conception through adolescence. The course includes a survey of growth, adaptation, and developmental patterns with implication for academic, emotional, and social learning. Cognitive, emotional, social, and physical development, are explored, emphasizing

the interactive effects of the person's environment, developmental level, and psychological state. The course will be organized in a topical manner and includes basic concepts of theories of child development, applied directions of child development, biological foundations of development, prenatal development, physical growth, as well as cognitive and language development.

EDSP 748 Fundamentals of Behavior Change 3CR
Examines behaviors encountered in a variety of settings, including homes, schools, workplaces, and community settings, from the perspective of a functional analysis of behavior. Foundational principles of applied behavior analysis and behavior change procedures will be the basis of the course. Students will develop competencies related to analyzing prosocial and problematic behavior and implementing behavior plans appropriate for individuals and groups within multiple contexts via a case study project.

EDSP 755 Practicum in School Psychology 1-3CR
Provides school psychology students with an opportunity to apply and further develop professional competencies acquired through coursework and training. Students are directly supervised in practicum experiences as they apply these skills in the university clinic, schools, mental health facilities, and other appropriate settings, thus preparing them for the independent practice of psychology in various settings.

EDSP 760 Group Counseling for School Psychologists 3CR
This course focuses on group counseling techniques for school psychologists. Group counseling theory, process, and evidence-based interventions will be discussed within the context of the law and ethics of the profession of school psychology.

EDSP 789 Advanced Psychometric Theory 3CR
The purpose of this course is to help students obtain knowledge and understanding of the components of psychometric theory and to develop analysis, synthesis, and evaluation skills which will allow them to deal with existing instruments, refine existing measurement instruments, and develop new instruments.

EDSP 812 Cognitive Assessment 3CR
Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence.

EDSP 813 Academic Assessment 3CR
Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of academic skills.

EDSP 814 Advanced Assessment for Low Incidence Disabilities 3CR
Provides the school psychology student with the knowledge and skills needed to administer, score, and interpret selected individually-administered tests of cognitive, academic, adaptive, and developmental functioning in populations with low incidence disabilities (e.g., Developmental Delays, Autism Spectrum Disorders, Speech or Language Impairment, Intellectual Disabilities, Visual Impairment, Physical Impairment, Traumatic Brain Injury). Students will become familiar with multi-cultural issues related to the assessment and diagnosis of low incidence populations.

EDSP 818 Consultation in Applied Settings 3CR
Reviews the basic principles of the consultative process as applied to working in applied settings. Students will be expected to demonstrate skill in consultative interviewing regarding client problems;

problem identification; the use of assessment data; and intervention design, implementation, and evaluation in schools and other applied settings. Theory, research, and practice as related to consulting in individual and group settings will be addressed.

EDSP 849 Advanced Practicum in School Psychology and Supervision 3CR
This course involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on the level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Students enrolling in EDSP 849 will enroll twice for a total of 6 semester hours, while doctoral students enrolling in EDSP 949 will enroll for 3 semester hours. Students must earn a grade of B or better in order to advance in the program.

EDSP 852 School Psychology Internship for Certification Students 3CR
EDSP 852 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester, which are typically taken immediately after the student's last term of coursework. Students must accumulate a minimum of 1200 clock hours during their internship experience. Throughout this experience, students will have the opportunity to apply their understanding and skills in the general practices of school psychology, which has been developed throughout their courses in the program.

EDSP 863 Assessment of Personality and Behavior 3CR
This course provides an introduction to personality and behavioral assessment techniques.

Evaluation of Students

The Key Assessment Rating System (KARS) and Alignment with NASP Domains
The Key Assessment Rating System (KARS) is a component of the School Psychology programs that provides a systematic means for linking the College of Health and Human Services' 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. 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 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 programs. For more information on the KARS system of mapping courses to outcomes, please refer to the Key Assessment Rating System (KARS) Manual for all programs.

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: https://www.iup.edu/registrar/catalog/index.html

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%

Annual Student Reviews

All students are reviewed by the program faculty yearly. Typically reviews occur in the Spring. ***Academic, knowledge and skills standards, professional behavior standards, and professional responsibility standards are reviewed.*** For more on these standards, please see below. If performance is less than satisfactory in any of the academic, knowledge and skills standards, professional behavior standards, or professional responsibility standards, feedback will be provided to the student immediately following the evaluation process (or earlier if it is warranted) and a performance enhancement plan will be developed (see below).

Academic, Knowledge and Skills Standards

Courses taken in the School Psychology programs are intended to educate students in the school psychology training and practice 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 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).

Professional Responsibility Standards

Finally, students are expected to pursue and maintain a level of professional responsibility during their time in IUP's School Psychology programs 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.

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 programs 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 155). 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 passing score is achieved. The test code is: 5403.

Additional Evaluations for EdS Students:

Comprehensive examinations	Spring of second year
Internship Field Supervisor Evaluations	After each semester of internship
Internship Electronic Portfolio Assignment	Conclusion of each semester of internship
Praxis Examination	After second year of coursework in certification program; during internship

Comprehensive Examination (EdS Program)

Prior to completing the specialist level internship, as students near the completion of their practicum experiences and coursework (typically late May of their second year), students complete a two-day comprehensive examination designed to assess their mastery of knowledge in areas relevant to the practice of school psychology. These areas include: Data-based Decision Making and Accountability; 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 area examinations receive a passing grade. Any examination in which a pass with reservation is earned must be remediated through an individual plan with the faculty member responsible for that area. Students must re-take any individual examination in which they receive a failure rating. Failure in any three areas, or any combination of four pass with reservations or fails, will be considered a failure of the entire comprehensive examination. Successful completion of the examination is a prerequisite for beginning the specialist internship. All deficiencies of any type must be resolved before the student begins internship. Students who do not pass the comprehensive examination after two attempts will be referred to the School Psychology committee, which will consider various actions including additional coursework, termination from the program, etc.

Additional Evaluations for PhD Students:

Candidacy Exam	Late spring/Early summer of Second Year (usually end of May)
Praxis Exam	At student's discretion (after second or third year of coursework; must achieve passing score)
Comprehensive Exam	During summer of Year 4 (prior to internship or dissertation)
Internship Electronic Portfolio Assignment	After each semester of internship products completed are rated. All 10 products must be completed and rated by the end of the internship.

Candidacy Examination (PhD Program)

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).

Comprehensive Examination (PhD Program)
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.

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.

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.

Additional PDE 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:

(*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' "Principles for Professional Ethics" or the current equivalent per NASP. Moreover, PDE also maintains professional codes of conduct (22 Pa. Code § 235.1-235.11) to which all students including practica and internship 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. 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.

Practica

See Practica Handbook

Internship

All School Psychology students are required to complete a full-time internship experience that meets (or exceeds) 1200 hours (EdS) or 1600 hours (PhD; 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 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:
1. work as an employee of the host agency;
2. have a minimum of one year of experience in the host agency;
3. hold a doctorate in a field of psychology and be certified as a school psychologist in the state where the internship will take place;
4. 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);
5. have overall responsibility for the school psychological services provided by the intern;
6. develop with the intern goals to be achieved during supervision;
7. be accessible to the intern for consultation and to the clients of the intern to answer questions and respond to concerns;
8. use appropriate methods of supervision, including observations and review of audio- or video-recordings, and review of reports, at the discretion of the supervisor;
9. provide two hours per week of face-to-face supervision to the intern;

10. be authorized to terminate services provided by the intern to a client and if necessary, terminate the supervisory relationship;
11. have access to educational records of the intern's clients;
12. 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;
13. 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 students will register for the internship course (EDSP 852 or 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 1200 (EdS) or 1600 (PhD) 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. School Psychology 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 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 852 or 952 (determined by the School Psychology Committee).

Internship Logs
The 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 852 or 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
EDS interns must complete a minimum 1200-hour school-based experience.
The doctoral intern must complete a minimum 1600-hour school-based internship experience, which exceeds the NASP standard of 1500 hours.

Internship Electronic Portfolio Requirements
The 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 852 or 952 according to the prevailing format and instructions for submission. These products/reports represent the basic skills and competencies IUP School Psychology 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 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 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.

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 interns to be approved for state certification as a school psychologist. These specific rubrics can be found in the School Psychology programs 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 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.

Rating

1	Novice
2	Advanced Beginner
3	Competent
4	Proficient
5	No Opportunity

Internship Field Supervisor's Biannual Evaluation
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.
33. Demonstrates an understanding of how to control for variables that would impact the reliability and validity of data collection techniques.
34. Demonstrates the ability to plan and conduct a program evaluation to evaluate school-based services.
35. Demonstrates knowledge of the history and foundations of school psychology.
36. Demonstrates knowledge of multiple service models and methods.
37. Demonstrates knowledge of ethical, legal, and professional standards and other factors related to professional identity and effective practice as school psychologists.
38. Demonstrates skills to provide services consistent with ethical, legal, and professional standards and engaging in responsive ethical and professional decision-making.
39. 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.

P12 Impact

Interns are required to complete two cases during the internship, one behavioral and one academic. These cases necessitate that the 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.

Intern's Title

The intern's title must be transparent. Therefore, each intern must clearly disclose all of their functions within the internship setting. For most students, they will use the title "School Psychology Intern." For some doctoral students this may be more complicated if the 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.

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

o Your dissertation chair must be an EDSP faculty member.
o The dissertation chair is sometimes also referred to as the "dissertation advisor" or "dissertation director."
o You will work closely with your dissertation chair from the inception of your topic through all the stages of the dissertation.
o 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)

o 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.

o   Additionally,theremaybeanoutsidereader(seeOutsiderReadersubsectionformore information).
o   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/thesis-dissertation-manual.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/index.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 . IRB forms and applications instructions can be found at https://www.iup.edu/research/resources/conducting-responsible-research/irb/guidelines/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/index.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 MEd Program
The master's program in educational psychology is designed for those who plan to pursue school psychology certification after the master's degree. The program includes a minimum of 36 credits, culminating in the Master's of Education (MEd) degree. All students complete coursework in educational and general psychology; individual differences; cognitive, affective, and social bases of behavior; behavioral studies; and research. Students must maintain a grade point average of at least 3.25 in the master's program in order to be eligible to apply for the school psychology certification sequence. Continuous enrollment of a minimum of 9 credits per semester and 6 credits per summer

session is required for the MEd degree unless waived by the Coordinator of the Specialist Program and the School Psychology committee.

School Psychology EdS Program

The specialist program is designed to provide the student with specific clinical skills necessary to function as a school psychologist. The program includes a minimum of 30 credits beyond the MEd degree, culminating in the EdS degree in school psychology. Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, exceptionalities, law/ethics, and the use of psychological skills in multicultural educational settings. The specialist program includes a number of practica experiences and an internship that encompasses a minimum of 1,200 hours, at least half of which must occur in a school setting. Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Department courses are identified by their assigned prefix code of EDSP in the title. Continuous enrollment in a minimum of 9 credits per semester and 6 credits per summer session is required for the certification program unless waived by the Coordinator of the Specialist Program and the School Psychology committee. Specialist students are also required to earn passing scores on the Praxis II Specialty Area Test/School Psychology. The Praxis II examination may be taken at any time after the student completes the comprehensive examination. Students must successfully pass the Praxis II Specialty Area Test/School Psychology in order to complete the EdS program.

School Psychology PhD Program

The PhD Program is a total of 99 credits. A M.Ed. in Educational Psychology is earned after successfully completing 36 credits of the required courses. In most cases, students earn the MEd 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 view the Graduate Catalog:
https://www.iup.edu/registrar/catalog/index.html

Evaluation Outcome for Dissertation

Thesis/Dissertation Defense Department Process or Protocol about how the dissertation and/or thesis are evaluated and possible results and what they mean for the student. For example, pass, pas with revisions, revise and resubmit, fail.

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: https://www.iup.edu/registrar/catalog/index.html

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
https://www.iup.edu/registrar/catalog/index.html
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 Master's/Doctoral Dismissal Appeal Policy
Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation
Transfer of Credits Policy

Research

For more information, visit the website of the School of Graduate Studies and Research (SGSR), click on *Research*: www.iup.edu/graduatestudies/

https://www.iup.edu/registrar/catalog/index.html

www.iup.edu/research/

Signature Page

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 Program Coordinator by second week of your first semester of coursework.

The School Psychology Program will keep this signed document on file.