

Ph.D. in School Psychology

Students take coursework in several areas: (a) cognitive, academic, and social/emotional/behavioral assessment, (b) academic and emotional/ behavioral interventions and consultation, (c) ethical, legal, and professional issues, (d) inquiry/research methods, (e) cultural diversity, and (f) foundations of psychology. Practicum is required every semester. In the second year, students are required to enroll in the academic intervention practicum for one semester and the behavioral intervention practicum for a semester. Doctoral students also enroll in a doctoral supervision class/practicum in the third year. All students take elective practica in the third and fourth years in their areas. A one-year, full-time internship is required, which typically is completed in the fifth year. Internships may be ten months in a school setting or 12 months in a clinical or other non-school settings. The majority of students seek APA, APPIC accredited internships that facilitate obtaining a postdoctoral position and earning licensure for the independent practice of psychology. A minor is required, with counseling being the most frequent selection. Graduates take positions in public or private schools, clinical settings, or academic or research. The deadline for applications is December 1. Admission is for the fall semester only, and students are considered full-time.

Degree Requirements

Major Requirements (40 cr.) *

P645 Single Case Research Methodology in Education and the Behavioral Sciences (3 cr.)

P655 Cognitive Assessment and Intervention (4 cr.)

P656 Practicum in School Psychology (2 cr., taken two times)

P657 Academic Assessment and Intervention (4 cr.)

P670 Behavioral Analysis and Consultation for School Psychologists (3 cr.)

P680 Ethical, Legal, and Professional Issues in School Psychology (3 cr.)

P681 Psychology of Cultural Diversity (3 cr.)

P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)

P691 Personality Assessment and Intervention (3 cr.)

P692 Seminar in Therapeutic Interventions with Children (3 cr.)

P695 Practicum in Personality and Behavioral Assessment (2 cr.)

P696 Practicum in Therapeutic Interventions with Children (2 cr.)

P697 Advanced Practicum in School Psychology (1 cr.)

P699 Internship in School Psychology II (2 cr.)

(Taken post-candidacy.)

Psychological Foundations Requirements (15 cr.)*

These courses meet APA requirements for foundations in the respective areas.

Human Development (3 cr.)

- P514 Lifespan Development: Birth to Death (3 cr.)

Biological Bases of Behavior (3 cr.)

- P624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.)

Social Bases of Behavior (3 cr.)

Select one course from the following:

- P622 Social Development (3 cr.)
- P566 Social Psychology in Education (3 cr.)
- G656 Social Bases of Behavior (3 cr.)

History and Systems of Psychology (3 cr.)

- P601 Educational and Historical Foundations of Psychology (3 cr.)

Cognitive/~~Affective Learning~~-Bases of Behavior (3 cr.)

P650 Topical Seminar in Educational Psychology: Affective and Cognitive Aspects of Behavior (3 cr.)

Select one course from the following:

- ~~• P540 Learning and Cognition in Education (3 cr.)~~
- ~~P544 Applied Cognition and Learning Strategies (3 cr.)~~

*Courses in School Psychology, Educational Psychology, and Learning and Developmental Sciences are included to bring the total to the minimum of 55 semester hours for the major area. Although not explicitly required, we recommend that students have advanced coursework and practicum in counseling and therapeutic interventions. Many internship sites, psychology licensing boards, and state departments of education require courses and clinical experience in Counseling on an applicant's transcript. The University Graduate School requires at least 90 hours for the Ph.D. degree, but a program is likely to total 100-110 hours, due to student interest in specific courses or areas of study. If you are planning to complete an internship in a clinical setting (e.g., hospital, private practice or mental health center), it is suggested that a course in psychopharmacology be considered as an elective.

Inquiry Requirements (12 cr.)

- Y502 Intermediate Statistics Applied to Education (required) (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (required) (3 cr.)

Select one course from the following:

- Y603 Statistical Design in Educational Research (3 cr.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)

Select one course from the approved Inquiry Course list

A list of approved inquiry courses may be found at
<https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html>.

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification eDoc.

Most students select counseling for their minor, which provides a foundation for advanced practica and internships in clinical or school settings. Some students complete a second minor, most often in inquiry or special education. The minor should be carefully selected to prepare for internship and professional positions upon graduation.

Elective Requirements (0-6 cr.)

Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study.

Early Inquiry Experience

To satisfy the program requirements, the student must carry out an independent research project as an early inquiry experience. The resulting research manuscript, written in APA style, must be approved by the student's advisor and be submitted to a journal for publication consideration. Documentation that the manuscript was successfully submitted and forwarded for peer review by the journal's editorial review board is required. The early inquiry study must be completed before advancing to candidacy and is expected to be completed by the third year of study.

National School Psychology Examination Requirement

All graduates of the School Psychology doctoral program are required to take and pass the National School Psychology Examination (Praxis II) as a condition for graduation. It is recommended that the examination is taken at the end of the second year of study. The examination must be taken and passed as a partial requirement for nomination to candidacy.

Dissertation Requirements (15 cr.)

- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

From: [Boots, Matthew](#)
To: [Lester, Jessica Nina](#); [Byrne-Jimenez, Monica C.](#); [Treff, Marjorie E](#); [Walton, Andrea](#); [Martinez, Rebecca S.](#); [Wheeler-Bell, Quentin Jerome](#); [Wohlwend, Karen E.](#); [Borden, Victor M.H.](#); [Vaughan, Ellen Lee](#); [Sedas, Mishael](#); [Chrapliwy, Leslie A](#)
Cc: [Lubienski, Sarah Theule](#); [Helstrom, Kirstin Ane](#); [GSO-Recorder](#)
Subject: Need Your Vote for Ph.D. in School Psychology- Minor Update
Date: Wednesday, March 27, 2019 10:38:06 AM
Attachments: [Ph.D. in School Psychology- GSC March 2019 updates.docx](#)
[image001.png](#)
Importance: High

Hi All,

This minor change to the Ph.D. in School Psychology was sent in before our cutoff before the last meeting but I totally missed the email. In looking at this proposal it's a pretty minor change, swapping in one course for a requirement, so we are hoping we could conduct this via an email vote. If there are any questions I'd be happy to get those answered from the department (the proposal below is pretty straightforward). If there are any concerns or objections we can push this to August but it seemed like something we could still get approved this year without calling a full meeting again. I've attached a track change of the Bulletin entry based on this proposal.

If we could vote by noon Friday that would give us time to get it to the next PC agenda committee which meets next week. With 11 voting members we would need 6 yes votes for this to advance.

Thanks,

Matt

Proposal for Slight Modification of School Psychology Doctoral Program Curriculum- David Shriberg

Based on accreditation standards, the doctoral program in school psychology needs to add required coursework that directly addresses affective aspects of behavior. We are fortunate in that the counseling psychology program has already developed such a course for this accreditation purpose. This course is P650: Affective and Cognitive Aspects of Behavior. This course is being run as a special topics course at the moment but will ultimately have a unique course number. As the course title suggests, this course has been designed to meet APA criteria for coverage of BOTH affective aspects of behavior AND cognitive aspects of behavior (both are considered part of the psychological foundations core of an APA-approved health service psychology doctoral program). At present, the school psychology program at IU requires students to take EITHER P540 (Learning and Cognition in Behavior) OR P544 (Applied Cognition and Learning Strategies) and does not require that students take a course in affective aspects of behavior. Accordingly, we are proposing that the school psychology students be required to take P650: Affective and Cognitive Aspects of Behavior and that P540 and P544 become program electives. This change would have the benefit of not adding any additional requirements to the school psychology doctoral program (and thus the doctoral students would not lose any space for electives). Additionally, there may be a secondary benefit to both the counseling and school psychology doctoral programs inasmuch as an overlapping required course may make it easier to offer the course more regularly. This proposed change was voted on unanimously by the school psychology faculty.

Department Vote:

From: Conner, Charlene <connerc@indiana.edu>
Sent: Tuesday, February 19, 2019 4:08 PM
To: Boots, Matthew <mboots1@iu.edu>; Shriberg, David <dashri@iu.edu>
Cc: Wong, Joel <joelwong@indiana.edu>; Herrera, Cynthia Crystal <cherrera@iu.edu>
Subject: FW: Proposal to modify program requirements-PhD program in school psychology
Importance: High

All the faculty have now voted on the proposed School Psychology Program changes (see below). The votes are:
25 faculty approve of the changes
1 faculty did not vote because she is on sabbatical
1 faculty did not vote because she is the Executive Associate Dean
Zero faculty voted to Disapprove
There were no requested changes.

We are respectively submitting the proposal to the Graduate Studies Office and Policy Council.

Charlene Conner
Department Administrator
Indiana University

Matthew Boots
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