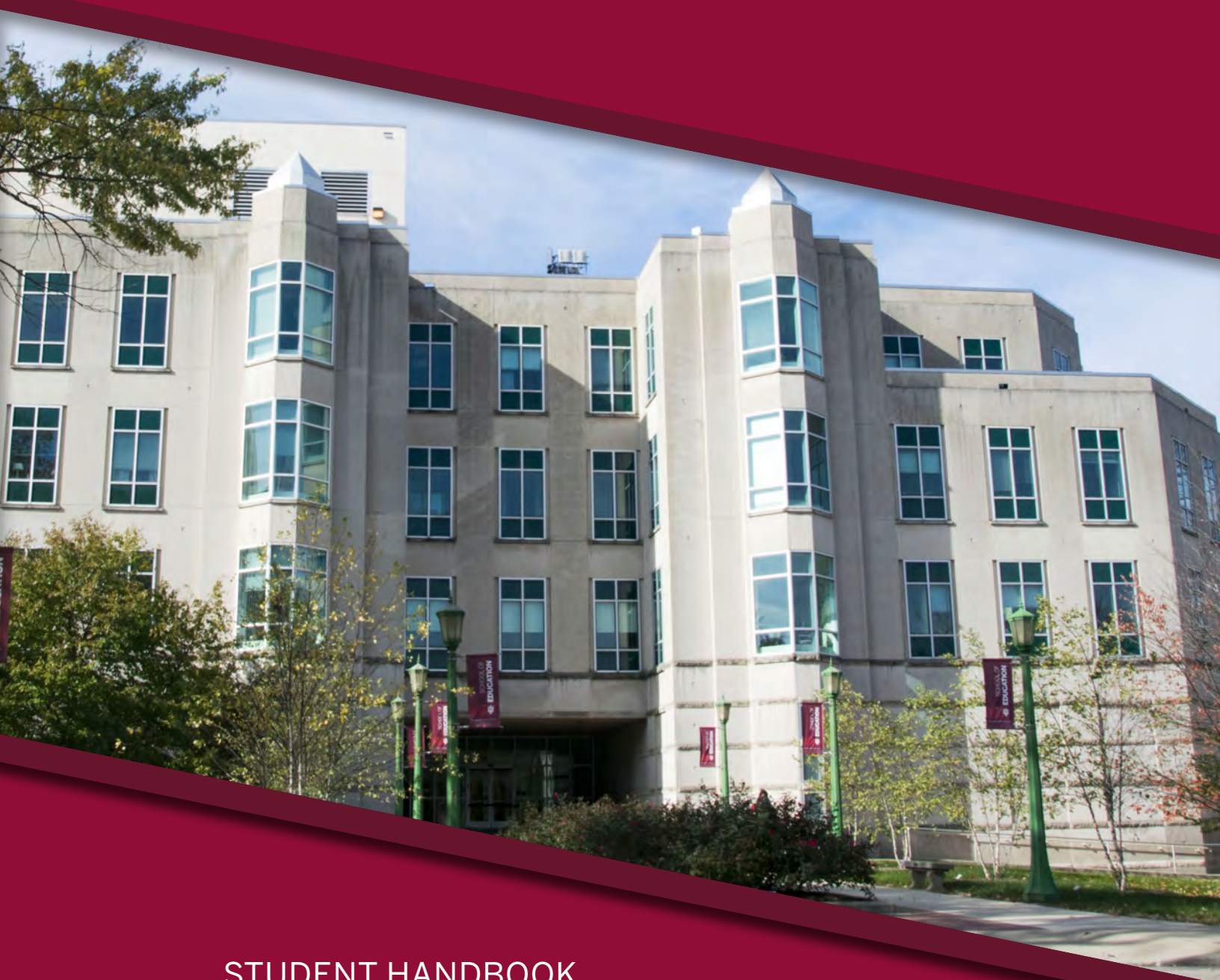




SCHOOL OF EDUCATION

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

# Ph.D. **SCHOOL PSYCHOLOGY**



STUDENT HANDBOOK

**2020-2021**

Last updated: August 2020

## **FOREWORD**

Welcome to the School Psychology Program!

The school psychology faculty is extremely pleased that you have chosen to join us as we work together toward achieving your career goals. While you are learning many new things here, you also will be providing some valuable services to children, teachers, and parents, as well as to adding to the knowledge base through research and dissemination activities. You are about to embark on a path that will lead to many rewards, including the development of friendships that will last a lifetime.

We believe that you will find graduate study in School Psychology to be rewarding and challenging as you prepare to become scientist--practitioners who will assume roles in leadership, scholarship, and practice in schools and other settings where children and youth are developing and learning. The successful student is one who makes a commitment to excellence and to the children, youth, families, and others whom they ultimately will serve. We challenge you to become the best that you can be and to energetically pursue your personal/professional goals.

This handbook describes several aspects of the program and its requirements, as well as answering many questions about how to navigate successfully to graduation. Maintain frequent contact with your advisor who will help plan your individual program of studies to assure that you will meet your goals. The faculty looks forward to working with you to achieve your objectives. Again, welcome!

### **The Indiana University School Psychology Program Faculty**

#### **Core Faculty**

Lisa Aguilar, Ph.D., Assistant Professor  
Scott Bellini, Ph.D., Associate Professor  
Heather Ormiston, Ph.D., Clinical Assistant Professor  
Dave Shriberg, Ph.D., Professor and Program Chair

#### **Affiliated Faculty**

Sarah Hurwitz, Ph.D., Assistant Professor  
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#### **Emeritus Faculty**

Jack Cummings, Ph.D., Professor Emeritus  
Tom Huberty, Ph.D., Professor Emeritus  
Russ Skiba, Ph.D., Professor Emeritus

Any questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
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## **Program Philosophy and Training Model**

APA-accredited since 1983, Indiana University is founded on the scientist--practitioner or Boulder model. Our overarching program framework is based on ethics and social justice. Within this ethical and social justice framework, we are committed to training professional psychologists who integrate science and practice. Our program faculty believe in the three core assumptions of the scientist--practitioner model: (1) professional psychologists have a deep knowledge of and ability to apply research principles results in more effective psychological services; (2) research is essential in the field's efforts to develop a core scientific database from which best practices emerge, and (3) clinical work allows professional psychologists to identify, study and advocate for important social issues (Jones & Mehr, 2015). School Psychology broadly is composed of scientific--practitioner psychologists whose major professional interests lie with children, families and the schooling process. We expect our graduates to engage in the delivery of comprehensive psychological services to children, adolescents and families in schools and other applied settings.

## **Program Aims, Objectives, and Competencies**

The program curriculum includes training goals, objectives, and competencies that, when mastered, will prepare you for internship and professional practice after graduation. You will acquire these competencies through a combination of coursework, practicum experiences, supervision of others, and completion of the internship and dissertation.

### **Aim 1: Develop Knowledge and Competence in a Social Justice Framework**

The Indiana University School Psychology program's faculty and students have a strong commitment to social justice and cultural and individual diversity as an integral part of our training. We recognize that cultural and individual diversity refers to diversity with regard to personal and demographic characteristics that include, but are not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation and social economic status. Longstanding patterns of oppression and discrimination have left our nation with inequities that continue to plague our schools and society. We believe that school psychologists have a responsibility to develop an identity that incorporates a commitment to social justice and cultural and individual diversity. This dedication to equity cannot be an add--on or a single course in cultural and individual diversity. Rather, the commitment to cultural responsiveness and advocacy must be an integral part of the training and role of the school psychologist as central as our commitment to evidence--based practice and effective collaboration. Thus, we train our students in the concept of a continuum of care to provide the most effective evidence--based services for all individuals, but also to act as an advocate and a systems change agent, actively monitoring the quality of the educational experience and outcomes for students from groups who have been underrepresented or marginalized.

**Objective #1: Demonstrates awareness and knowledge of diversity and equity issues**

- Competency #1: Self-awareness of one’s personal strengths and areas for growth as relates to the ability to be an agent of social justice
- Competency #2: Demonstrates knowledge of factors that have created or maintain inequity

**Objective #2: Demonstrates ability to provide culturally relevant psychological services**

- Competency #1: Designs effective, culturally competent behavioral, social, and/or academic intervention strategies

**Aim 2: Develop Comprehensive View of School Psychology Practice**

Schools, families and communities are complex institutions. Understanding the intricacies and dynamics of these institutions is essential to successfully improving children’s academic and social---emotional health. To negotiate these systems, knowledge of ethical and legal standards is essential. Ethics, statutes, regulations, and institutional cultures are not distinct, but are inextricably interwoven and should guide the behavior and conduct of all professional psychologists. To become a competent school psychologist, students must develop a thorough understanding of ethical principles, legal requirements, professional behavior, and best practices and how they are intertwined. These principles are addressed continually through direct orientation, applied practice, and reflection in all core classes, practicum, and internship.

**Objective #1: Demonstrates knowledge about organizations where psychological services are provided**

- Competency #1: Understands role of the psychologist in diverse settings
- Competency #2: Understands organization and functioning of public schools

**Objective #2: Understands supervisory relationships and appropriate roles**

- Competency #1: Recognizes need for and seeks supervisory assistance
- Competency #2: Accepts and uses supervisory feedback
- Competency #3: Demonstrates effective supervision of less experienced peers

**Objective #3: Develops knowledge about appropriate ethical, professional, and legal conduct**

- Competency #1: Demonstrates awareness of ethical and legal principles

**Aim 3: Develop Research and Data-Based Decision-Making Skills**

A scientist-practitioner is a voracious consumer of professional literature. Since no research study is perfect, one must critically evaluate the merits of each study. The goal is to synthesize the literature and use an evidence–based foundation as a basis for practice. The scientist-practitioner also contributes to the professional literature by presenting papers at state, regional, national and international conferences. The gold standard for dissemination is submitting one’s research efforts for blind review at a refereed journal.

**Objective #1: Demonstrates ability to conduct research and evaluation**

- Competency #1: Understands merits of diverse research methods
- Competency #2: Disseminates research findings through conference presentations and/or written work

Observation and assessment form the basis upon which interventions are built. It is critical that the psychologist be able to understand and respond to a referral question. We believe that quality assessment is comprehensive and involves the use of multiple tools. Selection of appropriate assessments (and intervention tools) requires knowledge of their evidence base.

**Objective #2: Demonstrates skill in conducting assessments and use of results**

- Competency #1: Conducts comprehensive assessments
- Competency #2: Communicates assessment results, in writing and orally, that address the referral questions
- Competency #3: Uses assessment results for the development of academic, behavioral, and social interventions

The school psychology program has a long-standing commitment to the scientist-practitioner model of preparation. Toward that end, we provide experiences that prepare school psychologists who rely on evidence-based practices when designing and implementing interventions. It is essential that psychologists develop professional and collaborative relationships with teachers, parents, administrators, and community members. These relationships form the basis for trust and increase the fidelity with which interventions are implemented.

**Objective #3: Demonstrates ability to gather information upon which to base interventions**

- Competency #1: Values contributions and insights of parents, teachers, and colleagues
- Competency #2: Uses interview for problem identification, problem analysis and problem solving

**Objective #4: Demonstrates ability to develop and implement interventions**

- Competency #1: Coordinates and monitors implementation of collaboratively developed intervention plans
- Competency #2: Demonstrates knowledge of and applies evidence-based practices

**Objective #5: Develops consultation and collaboration skills**

- Competency #1: Demonstrates effective interpersonal communication skills in professional interactions
- Competency #2: Develops effective collaborative relationships with teachers and families

## Expected Training Outcomes

Upon completion of the program and mastering of the goals and competencies, graduates are prepared to enter a variety of work settings, such as public and private schools, clinics, hospitals, and institutions of higher learning. Depending upon their individual programs, graduates may be eligible to take state licensing examinations for the independent practice of psychology, as well as obtaining certification/licensure to work in public schools. Graduates who obtain licensure for independent practice usually are also eligible to be listed in the *National Register of Health Service Psychologists*. The Ph.D. Program in School Psychology at Indiana University--Bloomington is accredited by the Commission on Accreditation of the American Psychological Association and is one of the oldest graduate programs in school psychology in the nation. It is also approved by the National Association of School Psychologists.

## Program Progression

### Curriculum Sequence

This program is designed to provide a sequence of courses that builds your knowledge and skills over time. Much thought has been put into this sequence, with an aim towards every class having strong value on its own, but the value of each course gets multiplied when considered as part of the overall sequence. The first year primarily consists of "core" school psychology courses. Under the belief that it is most helpful for students to begin applying their knowledge in the field as soon as possible, you are in a field placement in all fall and spring semesters, with the expectations for your work in these field experiences expanding over time as you obtain more coursework and supervised experience.

In the first semester, you typically will take foundational courses in consultation, assessment, and cultural diversity/social justice as you begin your first practicum (which is typically 1-2 days/week). In the second semester, you take additional coursework related to assessment and interventions, as well as your core course in ethics and the law. The assessment courses are specifically designed as a two-part sequence with part I occurring in the fall and part II occurring in the spring. You are in a school-based practicum in the spring semester of your first year.

During the summer after your first two semesters, you begin to take courses in other psychology foundational areas and/or courses specific to your minor. During your second year, you complete your "core" school psychology courses in consultation, assessment, and interventions. These courses are designed to build upon the first year. For example, your first consultation occurs in the fall of your first year and focuses more on individual-level consultation; whereas the consultation course you take in the spring of your second year is focused more on systems-level consultation. You will be in a 1-2 day/week practica throughout you second year, with scaffolded experiences toward the goal of you being ready to handle the responsibilities of a full-time internship by the end of your second year. All second year practica are supervised by faculty members and on-site psychologists.



During the second summer you typically finish any remaining master's degree requirements, including your first two inquiry courses. During your third year, you typically take your remaining foundations, inquiry, and minor requirements while you complete your remaining steps ahead of your dissertation proposal (early inquiry project and comprehensive exams, described in later sections). A third year advanced practicum is required of all doctoral students. All practica are supervised by faculty members and experienced on-site psychologists.

During your fourth year of study, your primary course responsibilities are to finish any remaining course requirements, take any specialty courses that can aid in your development, and to complete an additional advanced practicum (this fourth year practicum is optional, but typically is strongly encouraged). This practicum has the same supervision parameters as your third year advanced practicum and is intended to help you obtain additional specialized experiences based around your clinical interests and goals, as well as to enhance your competitiveness for an APPIC internship. As will be described in the next section, the plan is for your dissertation proposal to be successfully defended by October 31 of your fourth year and then for you to work heavily on your dissertation the rest of that year, with a goal of completing your dissertation ahead of the start of your internship year (which is most typically year 5). Assuming you will be applying for your internship in year 4, you will need to devote a lot of time to this pursuit, including time to submit your applications in the fall, to participate in interview practice with peers and faculty towards the end of the fall semester, and to participate interviews in the late fall semester and early parts of the winter semester ahead of submitting your rankings (we strongly encourage our doctoral students to participate in the APPIC internship process). Finally, year 4 is often an excellent time to obtain additional teaching and supervision experience.

*A copy of a Sample Program of Study is presented in the appendices to help you plan your program of studies.*

## **Research Preparation**

As we described during your interview, our program does not “slot” doctoral students with individual faculty, with the expectation that you will only work with this one faculty and that your work will be based exclusively on this faculty's research. To the contrary, we want you to be able to pursue the topics that you are most passionate about. Everyone enters this program with different levels of research experience and expertise. Some students enter the doctoral program with a clear vision of the research that they want to pursue. Much more commonly, students enter our program with a strong interest in research, but are open to a lot of research topics and methodologies. Whether your long-term career goal is to enter academia or another research-intensive position or be a practitioner with a strong research background, this can be accomplished in our program.

All doctoral students are expected to be involved with research in every year they are on campus. Wherever you are beginning from and wherever you wish to go, our role as faculty is to mentor and support you in your research journey. While you may not begin with an exact destination in mind, it is very likely that your research interests overlap with one or more core faculty as this would be part of the match you saw in our program and vice-versa. For this reason, the most common practice is for first year students to join one or more existing faculty research teams.

Your research role will depend both on your previous experiences and what stage any particular research project is in, but the goal is for first year students to obtain as broad-based a research experience as possible.

As you progress through the program, the research expectations for you will expand commiserate with your growth as a researcher. During your second year, whether you are continuing to work on an existing research team or starting to branch into your own projects, the goal is for you to take on a more significant role with research projects than you took in your first year. As described in other sections of this handbook, during your third year you are expected to create and carry out your early inquiry project, based on a topic that you are passionate about (which again may or may not overlap with faculty research interests). As described in the next section, while you are encouraged to work with multiple faculty on research, by your third year you should have identified a faculty member that you wish to be your primary research mentor through your EI project and then your dissertation (which typically commences in year 4 upon completion of your EI and passing your comprehensive exams).

### **Advising**

You will be assigned a faculty advisor when you begin this program. However, the nature of our program is that it is not unusual to have classes with all of the core faculty during your first semester. Put another way, you will have the opportunity to know all of the core faculty members quite well. The role of your initial academic advisor is to help you get acclimated to graduate school more generally and to our program more specifically, and to start to map out your doctoral experience in terms of courses and goals related to your research, clinical, and teaching agenda. We do not expect you to arrive having all the answers or knowing every single step you want to take while in the program. To the contrary, we find that it is advantageous to have a mix of knowing your primary goals but also being open to new experiences and different ways of thinking. In this spirit, the faculty are very non-competitive. If, for example, you start off working on Dr. Shriberg's research team but get interested in work being done by Dr. Bellini's group, Dr. Shriberg is going to encourage you either to join Dr. Bellini's research team or to join both teams, whatever makes the most sense. The goal is YOUR advancement, not ours. That said, we will do our best for you to have extensive time with all of the core faculty and we think you will find that you take different things away from your time with each faculty member.

By the end of your second year, you should have a good feel for who you would like to be your primary advisor through your EI project, comprehensive exams, and dissertation. This primary advisor may or may not be the person who was your original academic advisor; you are allowed to change and again the faculty are non-competitive in this regard. The important part is that you leave this program having obtained supportive, helpful, and individualized mentorship that will put you in a strong position to obtain your professional goals post-graduation.

### **Doctoral Program of Study**

Most students complete their Ph.D. programs with 100---110 semester hours of credit, including internship and dissertation. Presently, the program requires a minimum of 94 hours of graduate credit. Programs of study vary as a function of such variables as individual interests,

course sequences, and previous experience and graduate work. The School Psychology Ph.D. Program is designed so that it may be completed in about five years, although the average completion time for students entering with a bachelor's degree is about five to six years. Students may, however, choose to take more time to complete the program, gaining additional applied experiences and/or advanced course work. Virtually all students stay on campus the fourth year to make substantial progress on the dissertation prior to beginning the internship in the fifth year, which is highly recommended by the faculty. The dissertation proposal must be approved before being certified as ready for the internship ( you must successfully defend your dissertation proposal by the end of October of the year in which you are applying for internship) and data collection should be well underway by the time you leave for internship. At least one year of continuous full---time study on the Bloomington campus is required, with a typical full---time load being 11---12 hours per semester.

When students enter the program, a faculty member is assigned as advisor to help with planning the first year's course of study. Before the beginning of the second year, students will establish an advisory committee, of which a core School Psychology faculty member serves as the chairperson. Working with the committee chairperson, a minimum of two additional faculty members are selected, one of whom must be a School Psychology faculty member, and the other member represents the minor area. Students will work with the committee to develop a program of studies that meets your professional interests and goals. After course work in the major has been completed, written and oral qualifying examinations and procedures are completed. After these examinations have been successfully passed, students are nominated to candidacy. At that time, the dissertation topic should be well developed and be ready for proposal to the research committee, which is comprised of four members.

The dissertation director is the faculty member with expertise in the problem area. At least two committee members will be School Psychology faculty. A School Psychology core faculty member serves as the committee chairperson and frequently is the dissertation director. Students must select at least one other School Psychology faculty member to serve on the committee. The other member can be from the School Psychology faculty or from another area. The dissertation director may be from any department or program. The director can be any one of the committee members and must have attained tenure, although exceptions can be made by petition to the University Graduate School. A member from outside the program will represent the minor specialization. In some cases, the outside member may be from another discipline, if the dissertation problem is not as pertinent to the program area. At least half of the required four committee members must be full members of the Graduate Faculty and all must be tenure track. Exceptions may be granted by petition to the University Graduate School. Additional members can be added, including those not on the IU faculty, such as doctoral level practicum or internship supervisors. See Section III for a more complete description of the steps to complete the program.

### **Policy on Completion of the Program of Studies**

Students are to complete the Program of Studies (POS) no later than **October 1** of the second year. Failure to meet this timeline for completion of the POS will result in blocking of the ability to register for courses in the second semester of the second year and beyond until the

POS is approved and submitted to the department chairperson for approval. However, changes to the POS may be made after its initial approval.

## Curriculum Outline

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 each semester for the first two years, followed by an advanced practicum in the third year (the advanced practicum course involves coverage of supervision). Students typically do a fourth year advanced practicum as well. Students may receive credit for prior graduate work, if it is relevant to the curriculum.

A one---year, full---time internship is required, which typically is completed in the fifth year. Internships may be 10 months in a school setting or 12 months in a clinical or other non---school setting. The majority of students seek APA accredited internships that facilitate obtaining 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 institutions. Many graduates obtain licensure as psychologists to work in clinical settings or independent practice. The deadline for applications is December Matriculation is in the fall semester only and enrollment is considered full---time.

***A sample sequence of courses is appended. Please note that your program may not follow this exact sequence.***

## Degree Requirements

### Major Requirements (45 cr.)\*

- ï P645 Single Subject Research Methodology in Behavioral Sciences (3 cr.)
- ï P650 Prevention, Assessment, and Intervention I (3 cr.)
- ï P650 Prevention, Assessment, and Intervention II (3 cr.)
- ï P650 Social Justice Consultation, Advocacy, and Leadership (3 cr.)
- ï P656 Practicum in School Psychology (6 cr.)
- ï P670 Behavioral Analysis and Consultation for School Psychologists (3 cr.)
- ï P680 Ethical, Legal, and Professional Issues in School Psychology (3 cr.)
- ï P681 Psychology of Cultural Diversity (3 cr.)
- ï P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)
- ï P691 Personality Assessment and Intervention (3 cr.)
- ï P692 Seminar in Therapeutic Interventions with Children (3 cr.)
- ï P695 Practicum in Personality and Behavioral Assessment (3 cr.)
- ï P696 Practicum in Therapeutic Interventions with Children (3 cr.)
- ï P697 Advanced Practicum in School Psychology (1 cr.)

- ï P699 Internship in School Psychology II (2 cr.)

**Psychological Foundations Requirements (12-15 cr.)\***

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

Human Development (3 cr.)

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

Biological Bases of Behavior (3 cr.)

- ï P624 Biology of Behavior (3 cr.)

Social Bases of Behavior (3 cr.)

Select one course from the following:

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

History and Systems of Psychology (3 cr.)

- ï P601 Educational and Historical Foundations of Psychology (3 cr.)
  - ï Note: It is possible either to place out of this course based on previous coursework or to complete an assignment (in place of taking this course) to demonstrate competence in this area. Please speak with your advisor about this.

Cognitive and Affective Bases of Behavior (3 cr.):

- ï P650 Affective and Cognitive Bases in Behavior (3 cr.)

\*Although not specifically required, we recommend that students have coursework and practicum in counseling and therapeutic interventions. Many internships sites, psychology licensing boards, and state departments of education require courses 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, it is suggested that a course in psychopharmacology be considered as an elective.

**Inquiry Requirements (12 cr.)**

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

Select one course from the following:

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

Select one course from the approved Inquiry Course list

- ï A list of approved inquiry courses may be found at
- ï <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 also 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 form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Many students select counseling for their minor, which provides a foundation for advanced practica and internships in clinical or school settings. The minor should be 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.

### **Dissertation Requirements (12-15 cr.)**

- ï P795 Dissertation Proposal Preparation (3 cr.)
- ï P799 Doctoral Thesis in Educational Psychology (9-12 cr.)

### **Additional Research Experience Requirement/Early Inquiry Project**

Students must demonstrate the ability to develop and conduct original research, which includes preparation and defense of a dissertation research proposal, conducting the study, demonstrating quantitative or qualitative analysis skills, writing the results and discussion, and successful oral defense. Prior to the dissertation, students are required to develop and carry out an independent research project. This **Early Inquiry** project is a requirement of the School of Education and is designed to provide early evidence of the ability to conduct research. The school psychology faculty requires that the project be submitted to a refereed journal and be sent by the Associate Editor or Editor for peer review. It is not required that the article be accepted for publication by the journal, and it may have multiple authors. If not the first author, the student must show that a substantial contribution was made to the project by a statement from the principal author. The paper is reviewed using the rubric described previously and discussed during the oral examination. The student must provide documentation that the manuscript has been received before nomination to candidacy is granted.

The essential component of this requirement is that the student must develop an original idea and navigate it through to submission to a reputable journal. The project may be quantitative, qualitative, or mixed methods and should be reviewed by the student's advisor prior to submission to determine whether it will meet the requirement. The academic advisor may or

may not be the mentor for the project. The research can have multiple authors, but the student must demonstrate evidence of a *substantial contribution* if he or she is not the first author. Generally, being the first or second author will establish an acceptable amount of contribution.

The study will be subject to review and discussion during the qualifying examination procedures. The manuscript must undergo editorial review and a copy of the email or letter indicating that it has been reviewed by an editorial board must be included in the *Professional Development Portfolio* that is a part of the qualifying procedure and nomination to candidacy. Rejection for review by an editorial board by the journal editor or associate editor does not constitute acceptable review. If rejected by the editor/associate editor who does not send it out for editorial review, the paper can be submitted to another journal.

If the article does not undergo a full editorial board review, another research-based paper must be submitted and reviewed. Therefore, early work on this requirement is highly recommended, because the review must be completed before nomination to candidacy will be approved, which can affect whether the student can be certified for readiness to have his or her dissertation proposal approved and readiness for internship certification. Acceptance of the manuscript for publication is not required. Newsletter articles, test reviews, book reviews, and similar products generally are not acceptable, because they do not undergo a blind review process with editorial feedback and are not considered research that contributes new knowledge to the field.

### **Requirement for Presentation at a State, Regional, or National Professional Conference**

Each doctoral student must have a major role in at least one presentation at a state, regional, or national psychological or educational conference prior to being nominated to candidacy. The presentation does not need to be done individually, i.e., it may be done with other students, faculty, etc., but the student must demonstrate a major role in the development and delivery of the paper or topic. The presentation could be a paper, research presentation, training workshop, etc. Poster presentations may be acceptable, pending approval by the committee. To the extent possible, the student should obtain an evaluation of the presentation.

### **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 be 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. The current passing score is 147, which is the passing score set by NASP to obtain national certification. A copy of the scores, including subtest scores, is to be provided to the Director of the School Psychology Program and ***the results must be included in the portfolio as part of the qualifying examination process (i.e., you must take and pass the examination before you will be nominated to candidacy).***

Students should know that, although they may arrange to have a copy of the scores sent to

Indiana University, often they cannot be located and it is uncertain why this occurs. Therefore, be sure to provide a printed copy to the Director of the program in either hard copy or PDF format. Students should also upload the complete score report to their *ePortfolio*. Reporting of aggregated scores is required for approval of the doctoral program by the National Association of School Psychologists and the program also use them as training outcome indicators.

## Master's Degrees for School Psychology Students

Most school psychology students are interested in obtaining a master's degree en route to obtaining their Ed.S. or Ph.D. degree. Most students will be eligible for a Master of Science Degree in Learning and Developmental Sciences-**Educational Psychology** track (M.S. Ed.) at the end of their second year of study\*

### I. Application Procedure

To obtain a M.S.Ed. you must first apply to the Learning and Developmental Sciences program by following these steps:

1. a. Go to the School of Education's website and start application for *M.S.Ed. in Learning and Developmental Sciences -Educational Psychology track*

**b.** check the box that says you have already paid an application fee  
Once you have submitted your application, please email Aimee Polk ([aimpolk@iu.edu](mailto:aimpolk@iu.edu)). She will work with the graduate student admissions office to have your Ph.D. or EdS application documents transferred to your M.S. application.

2. Dr. Mary Waldron will review your application. Once you receive your letter admitting you to the M.S.Ed in Learning & Developmental Sciences -Educational Psychology Track, make a face-to-face appointment with Dr. Waldron ([mwaldron@iu.edu](mailto:mwaldron@iu.edu)).

Once you have been admitted to the M.S. program, you will need to fill out an electronic POS. You will find this at <https://info.educ.indiana.edu/epos/>. Most of the information is pre-populated. Please discuss any transfer credits or substitutions with Dr. Waldron and your POS advisory committee. Once you have submitted this electronic form, it will route to all those on your advisory committee and then finally to the Graduate Student Recorder's Office for final approval.

3. When all requirements are completed, you may apply for graduation

### II. Filling out the Master's Degree Program of Study Form

In collaboration with other department faculty, a Program of Study has been developed to allow School Psychology students to earn a master's degree (M.S.Ed.) in Learning and Developmental Sciences-**Educational Psychology Track**, requiring is a slight departure from the usual curriculum. The following guide is meant to assist you in correctly filling out the Master's degree Program of Study. This plan will allow Ed.S. students to receive a masters in the spring



or summer after the second year, just prior to beginning the internship.

Here is a link to a listing of courses that can count towards your masters' degree:  
<https://bulletins.iu.edu/iu/educ-grad/current/cep/msed-lds-education-psychology-track.shtml>

All waivers and substitutions must be approved by Dr. Waldron through the electronic POS system. Also, if you wish to transfer graduate credits from another institution that might meet one or more of the requirements, check with Dr. Waldron to find out if they may be used in place of one or more of the required courses. Be aware of the due dates for submitting the form to receive the Master's when planned. When applying for an internship or job, list the hours earned toward the master's as 36 or 37, which meets the minimum requirement.

## **Practicum Experiences in the School Psychology Program**

The faculty consider the required and elective practica to be some of the strongest components of the program. Students are required to complete several hundred hours of practicum and often elect to do more than the minimal requirements. Practica give you the opportunity to develop knowledge, insights, and skills under supervision that will better prepare you for internships and professional employment. Practicum experiences begin in the first semester on an introductory level and end with you providing professional services at a more independent level while under supervision.

### **The Nature of Practicum Experiences**

Although the practica that you will take are designated as courses, they are much more than didactic experiences. You will be interacting with children and youth, parents, school personnel, physicians, and many others. Therefore, the practica involve interacting in environments where appropriate professional behavior is expected. In many respects, the practicum experiences closely approximate the "real world" of the professional psychologist. How you conduct yourself in practicum settings reflects directly on the program, the School of Education, Indiana University, the profession, and most importantly, **on you**. Although professional psychologists have a wide range of skills, perhaps the most important asset one can have is her or his reputation. A professional with a negative reputation is not likely to be effective or be seen as someone in whom others can place their confidence. Therefore, it is important that you always conduct yourself in a professional and ethical manner and develop a reputation for professionalism, integrity, and competence. It is useful to remember a few points about professional behavior in practica:

- Be prompt and timely about arrivals, assignments, activities, etc.
- Always dress appropriately for the situation, according to the requirements of the site and/or your practicum supervisor(s), including campus meetings
- Let your supervisor(s) or others know when you cannot be on site, complete an assignment, or when other situations arise
- Strive to do the best work you can and go beyond what is expected
- Always adhere to APA and NASP Ethical Principles and legal requirements

- Stay in close contact with your faculty supervisors and let them know if problems arise
- Keep thorough records of your practicum experiences, including detailed practicum logs of your time and activities
- Always treat children, parents, teachers, and others with respect, courtesy, and professional conduct

### **Use of Titles During Practicum and Internship**

While you are in training, including during internship, you may not refer to yourself in any manner or circumstance using the term “psychologist”. Indiana defines “psychologist” as someone who has a doctoral degree in psychology and is licensed by the State Board of Psychology as a psychologist or as a “School Psychologist” licensed by the Indiana Department of Education. Other states are likely to be similar. Thus, titles on reports, presentations, etc., such as “School Psychologist in Training” or “Intern School Psychologist” are not appropriate. Because this restriction is a legal requirement, it is also an ethical requirement. Some acceptable titles are:

- School Psychology Graduate Student
- School Psychology Graduate Clinician
- School Psychology Student
- School Psychology Practicum Student
- School Psychology Intern

### **Practicum Hour Policies**

The practica in the School Psychology Program are intended to give students valuable field--based experiences that are developmental and cumulative, beginning with closely supervised, primarily observational and interactive experiences to increasing independence in preparation for the internship. In addition to obtaining learning experiences for students, the practica comply with NASP and APA requirements for pre--internship training.

NASP requires that EdS and Ph.D. students have a minimum of 600 hours in school settings across practicum and internship. APA does not specify the number of practicum hours that are needed, but some pre--internship practicum is required. There is no standard from APA or NASP for translating clock hours into credit hours, i.e., neither organization specifies how many clock hours constitute a practicum hour. However, some states may have specific requirements for clock hours, practicum hours, or semester credits for licensure as a psychologist or school psychologist. You should check requirements in states where you might intend to be licensed.

Typically, state departments of education do not specify clock hour to credit hour equivalents, although they may require a minimum number of internship credits. Nearly all state licensing boards and departments of education require that credit be on transcripts for practicum and internship, although clock hours or semester hour credits most often are not stated. For doctoral students seeking internships accredited by the Commission on Accreditation of the American Psychological Association, we recommend that each student have a minimum of 1200 clock hours of practicum by the start of the internship. Some sites may have specific requirements. Typical totals for our students range from 1200 to 1500 hours and students who

have totals in this range have been highly successful in obtaining internships accredited by the Commission on Accreditation of the American Psychological Association. (Note: Not all APPIC member internships are accredited by the Commission on Accreditation of the American Psychological Association, although all internships accredited by the Commission on Accreditation of the American Psychological Association are APPIC members.)

### **Requirements for Approved Practica**

“Approved practica” are those experiences that are approved and endorsed by the appropriate university faculty supervisor, and are separate from volunteer experiences that you may complete while in the program. You cannot enroll for a practica in any term without prior approval from the appropriate university supervisor. For a practicum to be program approved, the following criteria apply:

1. You must be directly supervised by an appropriately licensed/certified school, clinical, or counseling psychologist. Third and fourth year practica are to be supervised by a doctoral level psychologist. If the site does not have a doctoral level psychologist, you should receive additional supervision from a faculty member.
2. You must receive and document a minimum average of one (1) hour per week of direct, “face--to--face” supervision from the site supervisor.
3. Some type of ongoing communication/supervision between you and a faculty member must be developed and maintained during all practica. Both the site supervisor and university supervisor are to be listed on the vita for program approved practica.
4. You must be enrolled in a practicum course until the experience is completed.
5. You may receive compensation for experiences counted as practicum if the above requirements are met.
6. Experiences not meeting these criteria are considered volunteer or other experiences and are not to be listed as practicum on your vita or internship applications. They should be listed as “Other Experiences” or something similar. The standard is that “practicum” listed on a vita is program approved. Failure to follow this standard could be considered misrepresentation of experiences and could be considered to be an ethical violation.
7. These criteria apply for all practicum experiences for all Ph.D. students, even if not seeking an APA/APPIC internship.
8. Each practicum is to be formally evaluated by a site supervisor at least once, preferably at its conclusion, with the evaluation given to the instructor of record and you will receive a copy. For P656, P695, P696, and P697 practica, use the practicum evaluation forms provided by the instructor. For elective practica, any of those may be appropriate, depending on the nature of the practicum. Discuss these situations with the instructor.
9. The faculty internship supervisor may ask doctoral students to submit practicum logs and related documents prior to verifying readiness to complete an APA/APPIC internship.
10. The practicum site must have a signed Practicum Site Agreement on file.

We recommend that all doctoral students keep practicum logs consistent with APPIC guidelines (see [www.appic.org](http://www.appic.org)). There is a program at <http://time2track.com> that you may find very useful. APPIC also has a program to document practicum hours ([www.appic.org](http://www.appic.org)).

### **Practicum and Credit Hours**

The program requires a minimum of 120 clock hours of practicum completed each semester during the first two years of the program. Students may opt to increase their hours each semester, time permitting. The total of 120 hours is based upon the equivalent of a full day per week for 15 weeks per semester (8 x 15=120). It is understood that these hours may not be completed in one full day, but could occur over two or three days per week. These hours include time for campus--based meetings or practicum classes with faculty supervisors or instructors, but do not include travel time.

For the first two years, three hours of credit are given for each practicum. This arrangement should not be interpreted as 40 hours being equivalent to one hour of credit. Rather, it has been constructed to account for possible specific practicum credit hour requirements that some states may have and to permit students to meet minimum program hour requirements and not have to take additional courses in an already demanding schedule. The following minimum practicum hours are required and assume that the student has no prior graduate credit to be counted toward a degree. For students entering with coursework or a degree in School Psychology or a related area, individual plans will be developed.

<b>Year I</b>	<b>Practicum hours</b>	<b>Semester hours</b>
P656 (Fall)	120	3
P656 (Spring)	120	3
<b>Year II</b>		
P695 (Fall)	120	3
P696 (Spring)	120	3
Total	480	12

This plan gives Ph.D. students a minimum of 480 hours during their first two years and twelve semester hours of credit. .

### **Third and Fourth Year Practica**

In the third year, you are required to enroll for one (1) hour of P697. This practicum includes a requirement that the student supervise first-- or second--year students in a manner to be developed between the student and a faculty member. This practicum is to be at least 120 clock hours (the equivalent of about one full day per week for 15 weeks), but can be completed over two semesters and an "I" be recorded, if necessary. For students seeking an internship not accredited by the Commission on Accreditation of the American Psychological Association in a school setting, this experience can be in a school or non--school setting, provided that it meets the requirement of being program sanctioned. You must obtain 600 hours of school--based practicum while on campus. If you do not obtain those hours in the first two years, you should be sure that you obtain them during the next two years so that you are eligible for NCSP certification. If the internship is accredited by the Commission on Accreditation of the American Psychological Association and is in a public school setting, then a school--based practicum experience is not necessary, as the minimum 600 hours will be more than met with the combination of the practica in the first two years and the internship. (An advisory is noted below, however.)

Fourth year practica are typically encouraged, but not required for all students. Fourth year practica must meet the requirements for program approved practica and students are required to enroll for another hour of P697. The P697 enrollment from the third year cannot be carried over to the fourth year. Therefore, all doctoral students will have at least nine (9) hours of practicum on their Program of Studies and transcripts. This can be important, because some state psychology licensing boards require that graduates have at least nine (9) hours of practicum on their transcript.

### **Simultaneous Practica in the Second Year**

It is possible to do a second practicum during the second year to gain more hours, but we have noted that this is very challenging. Any additional practicum during the regular academic year must be secondary to the assigned practicum and be approved by the faculty supervisor. Failure to honor responsibilities to the required practica may result in lowering of practicum grades, less positive practicum evaluations, or having a negative effect on letters of recommendation.

### **APA/APPIC internships**

It should be noted that to successfully compete for APA/APPIC internships, we recommend that doctoral students have a minimum of 1200---1500 hours of practicum prior to beginning the internship to be competitive in the application process. If you take 300 hours of program approved practicum per year (perhaps including summers), you will have 1200 hours by the beginning of an internship accredited by the Commission on Accreditation of the American Psychological Association internship, which should make you competitive. Most students have completed between 1200 and 1500 hours when they begin an internship accredited by the Commission on Accreditation of the American Psychological Association. It is important, however, that you get a range of experiences that include both breadth and depth. Completing practica in only one or two settings may not be viewed as positively by internship sites. Hours in assessment, intervention, and supervision are needed for APA/APPIC internships. (See [www.appic.org](http://www.appic.org)). We urge you to discuss your internship plans with the program director or internship supervisor as you progress through the program

To obtain 1200 hours across four years for students intending to seek APA accredited internships:

1. Complete 120 hours of practicum each semester during the first two years.
2. Complete an additional 60 hours of program approved practicum each year during the first two years by adding more hours each semester and/or doing summer practica. (In general, we recommend that you have three to five different practica over the third and fourth years.)
3. Complete program approved practica in the third and fourth years.
4. Sign up for P697 each fall in the third and fourth years and carry it over each semester each year, completing 150 practicum hours over twelve (12) months. (P697 cannot be carried over from year to year.)

5. If you are planning to do a clinical (non---school based) internship in a hospital or mental health setting, take additional school---based practicum hours if you do not have 600 hours in the first two years. This is necessary to meet the NASP requirement of at least 600 hours in a school setting. If seeking school---based internships such as Virginia Beach Public Schools, Cypress---Fairbanks Independent School District, or the Illinois Consortium, this will not be necessary because you will exceed 600 hours in a school setting. (However, see the next section.)

You will not know whether you will obtain a school internship accredited by the Commission on Accreditation of the American Psychological Association until February of your final year on campus, which typically is the fourth year. If you do not obtain a school internship accredited by the Commission on Accreditation of the American Psychological Association or are matched with a site not accredited by the Commission on Accreditation of the American Psychological Association, then it will be difficult to get the additional school---based practicum hours before you begin the internship in the summer of that year. Therefore, it is highly recommended that doctoral students who intend to obtain an APA an internship accredited by the Commission on Accreditation of the American Psychological Association requirement is met.

### **Final Note**

It is important that these requirements be followed closely so that you are following NASP, APA, and School Psychology Program requirements. Another important reason to be in compliance is so that the Program Director and campus internship supervisors can verify that all practicum and internship requirements were met when you apply to become a Nationally Certified School Psychologist (NCSP) through NASP.

## **Internship**

All students must complete a minimum of a 1500 clock hour internship for the Ph.D. degree. . Most APA/APPIC internships require twelve months in residence and completion of 2000 hours. The student is expected to comply with the requirements of the internship site. The selection of an internship is very important for you, because it often will have a direct impact on immediate career options and employment opportunities. There are many considerations in seeking an internship, but the most important is whether a site is consistent with your career goals.

The selection of an internship for the Ph.D. can be difficult, depending on what type of experience you want. If you wish to have an internship accredited by the Commission on Accreditation of the American Psychological Association, then you will need to go through the structured process of making formal applications, going to interviews, and ranking your choices. For students seeking this type of internship, they most often are interested in being licensed for independent practice. All sites accredited by the Commission on Accreditation of the American Psychological Association are members of APPIC. You may not need to complete an internship accredited by the Commission on Accreditation of the American Psychological Association to be licensed for independent practice, but often the credentials are more closely scrutinized by licensing boards.

Some states may require that licensed psychologists complete an internship accredited by the Commission on Accreditation of the American Psychological Association. In most cases where students complete an internship not accredited by the Commission on Accreditation of the American Psychological Association and become licensed for independent practice, they are eligible for listing in the *National Register of Health Service Psychologists* ([www.nationalregister.org](http://www.nationalregister.org)). This credential may be important if you work in a setting where third-party reimbursement is available, and the payer approves reimbursement to professional psychologists who are listed in the *Register*. In some cases, licensed graduates may seek the Certificate of Professional Qualifications (CPQ) provided by the Association of State and Provincial Psychology Boards (ASPPB; [www.asppb.org](http://www.asppb.org)) that helps with portability of licensing across states. *The program does not guarantee that you will be placed in an internship with APPIC internship or accredited by the Commission on Accreditation of the American Psychological Association, but we have a strong history nearing 100% of students who apply for these internships being successful. (See Student Admissions, Outcomes, and Other Data on the program website.)*

In all but a very few cases, completing an internship in a school setting will not permit a graduate to be licensed for independent practice. The student who completes a school-based internship will be able to be licensed/certified to work in the public schools, however. All doctoral internships must be supervised by a doctoral level psychologist who is appropriately licensed or certified, regardless of the setting. If you choose to seek an APA/APPIC site, then the procedures are very specific and you must follow them. If you wish to do an internship in the public schools or other non-APA/APPIC site, then the task may be more difficult, because there is no central clearinghouse for them. You must rely on advertisements, your own searches, or information given by the faculty or others about availability. You will receive at least two (2) semester hours of credit for the internship, which also satisfies the University Graduate School requirement that you be continuously enrolled after admission to candidacy.

The internship is to be constructed to further the development of competencies and skills as a psychologist. You will be developing a written plan of goals and objectives to be accomplished during the internship. The experience is to be completed on a full-time basis over one year or on a half-time basis over two consecutive years and be a minimum of 1500 hours. At least 600 hours of the internship are to be completed in a school setting, although students who have had equivalent experience or have completed a specialist level internship may complete all of the internship in a non-school setting if consistent with program values and goals. The internship supervisor(s) should have at least three years of post-degree experience. You should start your search for an internship in the year prior to when you plan to complete it.

The Director of the Program, faculty internship supervisor, and/or your academic advisor will be able to provide more specific information about securing an internship. You should check with states where you intend to practice, because they may have specific requirements for the number of credit hours for practicum or internship that must appear on your transcript. First and foremost, the internship is a learning experience and the intern is not expected or allowed to be a "staff member" with minimal supervision, although a high level of independence is to be developed during the internship. By the end of the internship, you should be functioning

independently at a high level, although the professional psychologist should seek consultation and guidance from fellow psychologists when needed.

### **Policy on Certifying Readiness for Internship**

Students must be admitted to candidacy prior to being certified as ready for an internship. They may be taking qualifying examinations or completing Nomination to Candidacy during the semester of application for internship, but Nomination to Candidacy must be completed before verification of readiness to complete the internship will be given. Students may not apply for an internship without receiving approval from the program director. ***If you are applying for APA/APPIC internships, verification of readiness for internship will not be provided unless Nomination to Candidacy has been completed and the dissertation proposal has been approved. There are no exceptions to this policy and no grace periods are given.***

For students who intend to complete an internship in a school with APPIC (Association of Psychology Postdoctoral and Internship Centers) accreditation or accredited by the Commission on Accreditation of the American Psychological Association internship, permission to enroll for the doctoral internship will not be granted until Nomination to Candidacy is completed and the dissertation topic is approved. ***There are no exceptions to this policy and no grace periods are given.*** Students will not be permitted to enroll for internship until nomination to candidacy is completed and the dissertation topic is approved.

### **Policy on Beginning the Internship**

The dissertation proposal must be approved **before** being certified for readiness for an internship not accredited by the Commission on Accreditation of the American Psychological Association or APPIC in a school setting. Students will not be permitted to register for internship until Nomination to Candidacy is attained and the dissertation topic is approved by the research committee. For APA and APPIC internships, there are deadlines when application materials must be submitted, including verification from the Director of Clinical Training (DCT) that the student is approved to begin an internship. If Nomination to Candidacy and approval of the dissertation are not completed by those deadline dates, the DCT will not certify readiness for internship, which could delay graduation for at least a year or cause a change in your internship plans. ***There are no exceptions and no grace periods to this policy,*** so it is highly important that students be aware of timelines and when they will complete Nomination to Candidacy and approval of the dissertation.

### **Policy on Dissertation Status and Internship**

As stated above, the dissertation proposal must be officially approved (i.e., signed Dissertation Approval Form) by the student's committee prior to being approved for internship readiness. Students will be expected to continue working on the dissertation while on internship and maintain contact with their dissertation directors.

### **Policy on Status of Dissertation after Internship**



If the dissertation is not completed within two years after completing the internship, students must apply for and receive the EdS degree. This requirement is to assure that should a student not finish the PhD, a degree in School Psychology is conferred by Indiana University.

## **Procedural Steps in Doctoral Program**

The following sections describe the procedural steps necessary to complete the doctorate in the School Psychology Program. A summary timeline is presented at the end of Section III.

### **Appointment of Doctoral Advisory Committee**

The advisory committee has the responsibility for program guidance through the qualifying examination and must contain at least three members. The minimal complement of the committee is as follows:

- Two members must be School Psychology faculty (core or affiliated)
- The chairperson must be a School Psychology faculty (core or affiliated) member
- One member must represent the minor area
- At least two of the three committee persons must be members of the Graduate Faculty (unless special permission is given otherwise)

In collaboration with the Committee Chairperson, the plan for completing the Program of Studies is begun, including forming the advisory committee, by the end of the second year of study. A Program of Studies (POS) form may be obtained from the Office of Graduate Studies website. When completed, the POS lists the faculty members who have agreed to serve on the committee, the courses students intend to take and a projected timeline. Students will meet with this committee, who approves the Program of Studies. It is the student's responsibility to arrange through the doctoral committee chairperson a meeting of the committee to approve the plan as well as to allocate courses that have already been completed (including any transfer credits) and those to be taken in each component of the requirements.

The completed form and the approved Program of Studies are submitted to the Office of Graduate Studies for final approval through assigned departmental staff. The Office of Graduate Studies then will send official notification to the student and his or her advisor regarding the appointment of the doctoral advisory committee and approval of the Program of Studies. During the semester in which the advisory committee is appointed, the student should submit to the committee chairperson a detailed plan and time schedule for meeting the requirements for the degree. This process must be completed by **October 1** of the second year of study, or permission to register for courses will be blocked until it is completed. Any graduate credit that is to be transferred from another university must be submitted for approval when the Program of Studies is submitted to the Office of Graduate Studies.

### **ePortfolio Preparation**

From the beginning of graduate study through nomination to candidacy, the student will continue to develop a *Professional Development Portfolio*, which will include personal goal statements, Program of Studies, papers written and published, summaries of conference

proceedings in which the student participated, evaluations, and other materials that reflect your professional development. Students should work closely with their academic advisors to develop and maintain this portfolio over time. The final portfolio will be reviewed and considered during the oral examination process prior to Nomination to Candidacy.

We use RCampus's ePortfolio Management System (<http://my.iu---eport.rcampus.com/ePortfolio>). RCampus is a comprehensive Education Management System and a collaborative learning environment. RCampus's user---centric ePortfolio system provides a comprehensive, intuitive platform that allows students and faculty to build multiple, fully---functional presentation portfolios for demonstrating their skills and knowledge or for career development. Each ePortfolio is a complete website where users maintain their work, embed multi---media artifacts and display their creativity and personality. You will receive more information on the ePortfolio and the program's expectations for keeping a comprehensive portfolio.

### **Policy on Completion of Coursework Prior to Qualifying Examinations**

All courses in the Program of Studies are to be completed and a grade other than "I" assigned (excluding internship and dissertation) listed on the Program of Studies before Nomination to Candidacy can be completed. Students are to verify completion of these courses with their advisors before seeking approval to begin the qualifying process. Students may elect to complete the minor examination requirements (if required) at a time other than the major qualifying process, but Nomination to Candidacy cannot be given until all requirements are completed.

### **Qualifying Procedure**

At or near the completion of coursework, students will begin the process of preparing for the qualifying procedure that requires the following: (1) unconditional admission to a doctoral program one semester prior to the examination, (2) appointment of an approved doctoral advisory committee; (3) submission of an approved Program of Studies, and (4) no incomplete grades in required courses on the Program of Studies (with the exception of internship and dissertation). The *ePortfolio*, qualifying paper, minor paper or project (if required), and oral examination serve as the comprehensive/qualifying procedure. If the minor is composed primarily of courses within the School of Education or when the component is represented by a member of the faculty of the School of Education, a written examination is required. (See the document *Qualifying Examination Procedure for the PhD Degree in School Psychology* that is available on the Office of Graduate Studies Student Portal and is also appended to this Handbook)

At the time of taking and passing the oral examination, the Nomination to Candidacy and Early Research Experience forms are completed by the advisory committee. The nature of the Early Research Experience project is described in the *Graduate Bulletin*, which states, in part, that "... a student carries out an actual research project, including the collection and analysis of data to answer a research question, and the writing of the research manuscript. ... Each student must carry out an independent research project. The research manuscript resulting from this study

must be read and approved by the student's advisory committee." The program requisite of conducting original research and submitting it for editorial review meets this requirement.

### **Admission to Candidacy**

Final approval for admission as a candidate for the doctoral degree will be based upon the results of the written and oral qualifying examination, the quality of coursework taken at Indiana University and elsewhere, the range and quality of professional experience, pertinent personal qualifications, and evaluation of the *ePortfolio*. The faculty have final authority to make those decisions. According to University Graduate School policies, students must be nominated to candidacy within seven (7) years after matriculation into the program or courses will begin to expire, requiring re-taking or revalidation. However, the School Psychology Program has established more specific timelines. Students must complete the qualifying process and be admitted to candidacy after the end of the third year of full time study.

Exceptions may be granted in special cases, but they must be extraordinary. Nevertheless, students will have to complete the dissertation and internship within seven (7) years of being nominated to candidacy. Therefore, students will have ten (10) years from enrollment to complete the program. If they do not complete the program within ten (10) years after initial enrollment, they will be terminated from the program. This requirement helps to assure that graduates of the program are reasonably current with regard to science and practice in school psychology. Exceptions will be granted only in extraordinary cases.

### **Continuous Enrollment after Admission to Candidacy**

After being admitted to candidacy for the doctoral degree, students must be continuously enrolled during the regular academic year after being admitted to candidacy. If they graduate during the summer, enrollment is required during that session. Students must be enrolled during the semester when they officially graduate. Failure to maintain continuous enrollment subjects students to monetary penalties and fees for "back enrollment." They will be required to re-take qualifying examinations and meet any new program requirements if the time between admission to candidacy and defense of the dissertation exceeds seven (7) years.

Doctoral students must register for a minimum of twelve (12) hours of P799 as they proceed toward completion of the dissertation. If they have taken twelve (12) hours of P799, then enrollment in *G901: Graduate Research* occurs, which is considerably less expensive and is designated to be full-time enrollment. G901 is only available in the regular academic year, however, and is limited to six (6) semesters. Most often, graduation occurs in the summer when the internship ends. At that time, students should be enrolled in P799 for one (1) hour if graduation occurs during the summer. (An incomplete in *P699: Internship in School Psychology II* does not meet this requirement.) It is important and is the student's responsibility to maintain continuous enrollment after admission to candidacy. If they are off-campus, it is possible to enroll in absentia by obtaining authorization from the dissertation director.

## **Dissertation Process and Procedures**

## **Appointment of Doctoral Research Committee**

After admission to candidacy, students will form a Doctoral Research Committee. The Research Committee has the responsibility for guiding the student through the dissertation, conducting a final oral defense of the dissertation, and recommending him or her for the degree. The Nomination of Research Committee Form and Dissertation Approval Form must be received and approved by the University Graduate School at least six (6) months prior to the final oral defense. The Research Committee may include the same members as the advisory committee. However, the advisory and research committees may have entirely different members from the advisory committee.

To constitute the research committee, the Nomination of Research Committee for the Ph.D. form is completed, which provides for a proposed thesis title and brief outline of thesis. The brief outline should be a one or two page document and must contain the following: (1) a clear statement of the proposed research, (2) an outline of the methods and research procedures to be used, (3) the research questions that will be answered by the study, and (4) an indication of the contribution that the study will make to the student's discipline.

Also, students are required to submit a more detailed thesis proposal, which must be accepted by the research committee and department chairperson and must include a copy of the approval form from the IU Institutional Review Board (IRB), which approves all research involving human subjects. After the research committee approves the thesis topic, the Nomination of Research Committee for the Ph.D. and Dissertation Proposal Approval forms, along with the two---page summary and Human Subjects approval (if required) are submitted to the Office of Graduate Studies through assigned departmental staff. Then, students will receive verification that the committee and dissertation topic have been approved by the University Graduate School. This process is completed online through One.IU.edu.

### **The Research Committee:**

- | Must consist of at least four faculty members
- | One member serves as the director of the dissertation, who may be from another department or program. The director must be a tenured faculty member although petitions for non---tenured faculty to be the director may be approved by the University Graduate School in some cases.
- | At least two (2) members of the committee are School Psychology faculty (core or affiliated) members
- | The Chairperson of the committee must be a School Psychology core faculty member, and also may be the director of the research
- | One member represents the minor area (unless the dissertation topic is not pertinent to the minor and exceptions can be made)
- | Other members may be from any area, including School Psychology, but should be chosen based on ability to contribute to the dissertation research question/s. In some cases, persons not on the IU faculty can be added to the research committee, such as

practicum or internship supervisors who hold the doctoral degree, with approval by the University Graduate School.

The chairperson and the director are not necessarily the same person, as the director (who does not have to be a School Psychology faculty member) will work with you to develop the proposal and guide the research. All of the research committee members must be members of the Graduate School faculty unless the Dean of the Graduate School grants a waiver. At least half of the members must be Full Members of the Graduate School Faculty. Exceptions to these requirements can be made in specific situations.

**The procedures for developing a dissertation topic and submitting a proposal (please see the program website for a more detailed document outlining the characteristics of a strong dissertation proposal) are as follows:**

- | identify a director of the dissertation and work in collaboration to develop the proposal
  - | ask prospective members whether they would be willing to serve on the committee after talking with them about the proposed study
  - | work with the director of the dissertation to develop a proposal to be presented to the committee
  - | obtain signatures on the Nomination of Ph.D. Research Committee form (can be done before or at the proposal defense meeting)
  - | schedule a meeting of the committee after the final proposal is prepared and approved by the dissertation director
  - | provide copies of the proposal to each committee member at least two weeks prior to the proposal defense
  - | defend the proposal before the committee and obtain their approval of the project
  - | obtain their signatures on the Dissertation Proposal Approval Form
  - | obtain the signature of the departmental chairperson and return the completed form to the Office of the Graduate Studies. (This is done through assigned departmental staff.)
- Most often, completion of the Nomination of Research Committee and approval of the dissertation are done at the meeting to defend the proposal. Obtaining forms and submitting them is the responsibility of the chairperson of the committee.

If the study involves the use of human subjects, approval of the study from the Office for the Protection of Human Subjects/Institution Review Board (IRB) must be obtained before data collection may begin. Also, data collection may not begin before approval of the dissertation by the research committee. Although a student may obtain approval for the study by the Human Subjects Committee/IRB prior to meeting with the research committee, he or she must obtain permission of the research committee before collecting data. Existing datasets may be used in some cases, but the committee and the IRB must approve their use. If the committee does not approve the project, then the student may be required to develop another topic. Information on human subjects procedures and applications to the IRB is available at <https://research.iu.edu/forms/human-subjects-irb.html>.

## **Planning the Dissertation**

Historically, the Ph.D. has been considered to be a research degree. Therefore, the dissertation is the defining inquiry capstone experience for the student seeking the Ph.D. It is not merely another assignment to be completed, but demonstrates the student's ability to conceptualize a research problem, defend its value, conduct the study, answer the research questions, write a scholarly summary of the findings, and successfully defend it. Please see Appendix D for a full description of a dissertation proposal.

The quality of the dissertation is deemed to be at a high level, much more so than a master's thesis. The problem of the dissertation should be of such significance that the results are of publishable quality when successfully defended and will contribute to the literature. In fact, the research committee will evaluate the proposal on these two points. It is expected that if the study is deemed to be of publishable quality, the student will revise the paper into the appropriate format and submit it for publication to a reputable journal. Dissemination of dissertation research is a responsibility of a scientist--practitioner and IU strongly encourages students to submit their studies for publication.

Planning the dissertation is a process that should occur over months and years of study. As students progress through the program, increased knowledge of topic areas and research methodology lead to the development of an area of special interest. It is hoped that the original research requirement will be the first step in developing a line of research that will lead to the dissertation. The dissertation problem should be a product of the student's thinking and research about this area of interest, leading to a specific project. There often are "peaks" and "valleys" as work progresses toward completion of the dissertation, which is a normal process.

After the dissertation topic is approved by the research committee, the minimal amount of time to complete and defend it ranges from six months to a year. Most often, it takes about a year to complete it after approval. Therefore, students should give ample time to complete the project and avoid allowing the expiration of candidacy to be less than one year. Expecting that the dissertation can be completed from start to finish in less than a year is unrealistic due to issues involved with data collection, availability of the dissertation director and committee members, and other factors.

The University Graduate School has established a policy that **the dissertation may not be defended until at least six (6) months after the proposal is approved and received by the University Graduate School.** Failure to complete the dissertation within the allotted time will cause candidacy to expire. Although reinstatement is possible, retaking of qualifying examinations, courses, and meeting new requirements can be a major undertaking and is to be avoided.

**NOTE:** The dissertation must be successfully defended and submitted to the University Graduate School no later than seven (7) years after successfully completing the qualifying procedures, which is defined as the date when the Nomination to Candidacy form is signed by your advisory committee. Students should also note that the program has established a policy that Nomination to Candidacy is to be completed at the end of the third year of full--time study.

***Exceptions will be granted only in extraordinary cases.*** Therefore, students must complete the program within ten (10) years of enrollment or they will be terminated from the program. The University Graduate School has provisions for allowing extensions of these timelines but also permits extensions of time to be at the discretion of the program. ***We will approve extensions of time only in extraordinary circumstances.*** We believe that maintaining these timelines helps to assure that graduates are reasonably current in knowledge and skills in both science and practice. (Also see Section III.E above.)

### **Policy on Maintaining Currency of the Dissertation Topic**

The final defense of the dissertation may be completed before, during, or after the internship. Students must have the dissertation proposal approved by the research committee before being certified for readiness for the internship. The School Psychology faculty has adopted a policy that the dissertation is to be defended within two years after completion of the internship. If the dissertation is not finished by that time, they must obtain approval from the faculty to conclude the original project. This requirement is designed to assure that research completed by students in the program is current in scope and relevance to the field.

### **Preparing the Dissertation for Final Defense**

The completed thesis must be presented in acceptable form because it will be electronically archived and made available to the public. It must be prepared in current APA style and the tables and figures (as they appear in final form in the thesis) must not be larger than the size of the regular typed page. The figures must be in black and white only. Students should consult the website of the University Graduate School or the Office of Graduate Studies in the School of Education to verify current procedures for preparation of the final version of the dissertation.

### **Final Examination/Defense of the Dissertation**

*Announcement of Final Examination.* An announcement of the defense of the dissertation must be prepared by the student using an online process. The website for this process is at <https://graduate.indiana.edu/thesis-dissertation/defense.html>. The summary must be approved by the chairperson of the research committee. The announcement must be submitted to the University Graduate School at least thirty (30) days prior to the final examination. After completion of the coursework and thesis, a final oral examination covering the thesis must be satisfactorily completed. The examination will be conducted by the entire committee and in the presence of those members of the faculty who may wish to attend. An observer whose function is to attest to the fact that due process was followed during the final defense of the dissertation, may be appointed by the School of Education Dean's Office. This procedure is rarely used, however. Copies of the defense version of the dissertation must be provided to each committee member at least two weeks prior to the date established for the final oral examination.

### **Conducting the Final Examination**

The typical length of time for the oral defense of the dissertation is about two hours. In most

cases, students can expect to provide an oral overview of the dissertation, including the problem statement, rationale for the study, the research questions, methodology, results, and summary comments. Then, they will be asked questions by the committee members. After all questions have been asked, the student is excused while the committee discusses the examination. It is common for students to make changes to the dissertation, ranging from minor to major alterations. The outcome of the oral defense is of four types: (1) approval without changes, (2) approval with minor changes, (3) approval with major changes, which may or may not be seen by the entire committee, or (4) failure. At least some editing is required on virtually all dissertations. If the committee approves the dissertation and recommends the degree, forms are signed and processed by the committee chairperson.

### **Dissertation Forms and Submission Process**

*Abstract of Dissertation and Acceptance Page.* A one to two---page abstract of the dissertation is to be prepared with blank spaces for all members of the committee to sign. The acceptance page of the dissertation must have places for the signature of each research committee member. Both the abstract and acceptance page should be prepared before the defense, so that they can be signed at that time. The student keeps those forms and submits the original signed copies to the University Graduate School. If the dissertation is to be copyrighted, there is an additional charge and procedure (see below).

*Vita Page.* A brief autobiographical sketch is placed immediately after the last page of the dissertation.

*Copyright Procedures.* If the dissertation is to be copyrighted, type a copyright page to be inserted following the title page. The information on this page should be placed just above the center of the page and should include the copyright notice, the full legal name of the author, and the year of publication as described below:

Copyright by  
John Henry Doe  
20---

*Application for Degree.* An application for a degree must be completed and filed at least two months before the degree is to be granted. Applications received after the first of the month may not be processed until the end of the following month. The application should be filed with the Office of Graduate Studies. Failure to file this application by the proper time may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student. An electronic copy of the thesis, abstract, and acceptance page must be presented to the University Graduate School before approval for graduation will be granted. All "R" grades must be changed to "S" grades by the committee chairperson before conferral of the degree can be made officially.

*Awarding of Degrees.* Ph.D. degrees are awarded on a monthly basis. The specific dates may be obtained by contacting the University Graduate School or the Office of Graduate Studies in the School of Education. Those students who wish to begin postdoctoral supervision for licensure



as a psychologist should arrange to have their dissertation and completion of internship to coincide in the same month so that formal graduation may occur in that month.

*Graduation Activities.* Formal University graduation activities are scheduled only during May and December. Those students participating in graduation activities should obtain information about caps and gowns at <http://commencement.iu.edu/bloomington/>. Additional information may be obtained from the Indiana University Alumni Association, 812-855-1711. The awarding of the doctoral hood and participation in graduation ceremonies is considered by most participants to be a special, memorable experience, and is recommended to all graduates.

### **Reinstatement after Expiration of Candidacy**

Occasionally, a student may permit candidacy to expire before completing the internship and/or dissertation. It is possible for a student to be reinstated for a period of three (3) years, during which all designated requirements must be completed. Permission to be reinstated is not automatic and is at the discretion of the School Psychology faculty and the University Graduate School who also determine any conditions necessary for permission to complete the degree program. Factors that may be considered include, but are not limited to: status of dissertation, nature and degree of professional experience during the interim, extenuating circumstances, and amount of time since completion of courses or internship. Allowing candidacy to expire is to be avoided, because significant work may be required to ensure that the student is current in the field. Also, the student is subject to back tuition and financial penalties to be reinstated. It should be noted that the faculty will agree to an extension only in extraordinary circumstances.

### **Formative Evaluation Procedures**

Growth as person and as a professional psychologist---in---training necessitates honest frequent feedback. Constructive feedback aimed at fostering students' personal growth is always honest, direct, specific, nonpunitive, and focused on behavior (not people). As a faculty, we believe that critical feedback and self---examination, followed by positive behavioral change, is the cornerstone of maturity as an individual and as a professional psychological. By working hard to foster and maintain a climate of respect, transparency and collegiality, all students and faculty in the School Psychology Program can make strides toward positive growth and change. As a faculty, we promise to provide formative feedback to students with the ultimate goal of helping students improve toward the goals, objectives, competencies, and benchmarks that guide our work.

In the spirit of growth and improvement, we, too are open to feedback from students. Every semester students will have an opportunity to formally evaluate faculty utilizing IU Bloomington's Online Course Questionnaire (OCQ) process, which was developed to centralize and standardize the course evaluation process. The Online Course Questionnaire (OCQ) consists of 11 campus---wide questions that students are asked to answer about each class they take. Some faculty conduct midterm evaluations of their teaching. One faculty member in the program even uses the borrowed concept of the Student Management Team.

The Student Management Team is a group of class members whose responsibility is to monitor class through their own experience, to receive comments from the rest of the class, and to work with the faculty instructor on a regular basis to make recommendations about how the course or practicum might be improved. Having an SMT means students don't have to wait until the end of the semester to evaluate a class, and changes before can be made before it's too late. Beginning in Fall 2016, faculty will have the opportunity to formally opt in to midterm evaluations using the University's OCQ process.

Informal ways in which students can give feedback to faculty is by speaking to faculty members directly, during non---class hours. Students can speak with the program director or the chair of the department if informal discussions with faculty are not fruitful. Similarly, students can express concerns to their SASP officers, who can then bring concerns to the faculty as a whole. Finally, during the spring semester of each academic year, students have an opportunity to provide anonymous feedback that evaluates the program. The evaluation examines students' reflections on the program and perceptions of faculty's implementation of the program goals, objectives, competencies, and benchmarks.

### **Concerns about Student Behavior**

At times during a student's program, concerns may arise about performance in courses or practica that require more immediate action than the annual review. In those situations, the faculty member, advisor or program director meets with the student to discuss the situation. This action is the most frequent, and usually resolves the matter.

If the concern appears persistent or is of severe (e.g., a breach of ethics), it will be discussed by the entire School Psychology faculty during a closed faculty meeting (i.e., no students). The faculty may determine that the best course of action is for the advisor or another faculty member to work with the student on a remediation plan to be put in writing and discussed with the student. At other times, the student may receive a letter from the program director, explicitly stating the concerns and providing very specific recommendations for remediating the behavior and demonstrating that the desired goals, objectives, and/or competencies have been satisfactorily addressed. Depending upon the nature of the problem, formal documentation may be made. The range of actions taken by the faculty can range from mild to more significant:

2. Informal discussion with the student to resolve the situation(s).
3. Written provision of specific remediation steps to be taken in an effort to achieve the program's desired goals, objectives, and/or competencies. Having a remediation plan may result in a probationary period from which a student will be removed after the remediation steps have been completed.
4. Termination from the program for inability to comply with program requirements, unprofessional or unethical behavior, or perceived incompatibility with becoming a professional psychologist. Reasons for dismissal will be explicitly documented, explained to the student verbally and in writing, and pursued only after the appropriate disciplinary policies and procedures of the University and School have been followed.

Most often, steps one and two are sufficient to address most situations, and it is rare that the subsequent steps are necessary. In the event that corrective actions are or are not successful in addressing the issues of concern substantive, written feedback will be provided. Indeed, in all situations concerning disciplinary matters the process will be documented in writing, student will be given the opportunity to discuss their concerns with the faculty and to provide information about contributing or mitigating factors. The student retains the right to appeal faculty decisions to the appropriate persons or offices. The School of Education's Student Grievance Procedures and Appeals Form is a downloadable file at this link:

<https://education.indiana.edu/faculty/governance/policy-council/docs/19.56-Student-Grievance-Hearing-Procedures.pdf>

### **Summative/Annual Evaluation Procedures**

Evaluation of student progress is an ongoing process in the School Psychology Program, which occurs in a variety of ways. In addition to evaluation of performance in courses and practica, students are evaluated formally at least once per year. They will be evaluated with a separate procedure during internship with a form that corresponds with the program's goals, objectives, and competencies. All students are formally reviewed each year by the faculty and a summary review form and/or letter is sent informing you of the results of the review. Included will be comments about progress, as well as any concerns that should be addressed. The purpose of this activity is to assess how well students' academic and professional activities match the programs' goals, objectives, and competencies. The evaluation indicates areas for improvement and contributions to the program. This Annual Student Review Summary Rubric can be found at the end of this document.

### **Ethical Principles and Guidelines**

During the course of their studies, students will be exposed frequently to the *Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association* (2002, with 2010 revisions), and *Principles for Professional Ethics* (2020) of the National Association of School Psychologists. By joining the School Psychology Program, students are agreeing to become knowledgeable of these principles and to abide by them in their graduate studies. There may be occasions when students will confront ethical dilemmas that are difficult to resolve, because the situation is unclear or the student is conflicted concerning the proper course of action.

Most often, these kinds of dilemmas are of three types: (a) professionalism, (b) ethical principles, and (c) legal standards. A situation can be unprofessional without necessarily violating an ethical principle (e.g., a professional making a derogatory comment about another professional). An ethical violation occurs when an action contradicts the standards applicable to the profession (e.g., having a dual relationship with a client) and also is unprofessional. Legal standards are much clearer in most cases, because the actions of the professional psychologist are under the auspices of the applicable statutory requirements. For example, a breach of confidentiality almost always is a violation of the law but also is an ethical violation and is unprofessional. In cases where practitioners feel that an ethical principle is in conflict with the

law, the legal standard takes precedence, unless otherwise specified in the applicable statutes.

Most often, proper ethical behavior is very consistent with “common sense” and courtesy, but there may be occasions when matters of ethical behavior by others arise. At the most basic level, adherence to ethics follows the principle of “*do no harm*,” although it is more complicated than this principle. If you encounter a situation where questions of ethics arise, always talk with your faculty supervisor or advisor for guidance. Most situations can be resolved with appropriate consultation and education, but at times, formal complaints may be necessary. The general standard is to try to resolve a situation informally before making a formal report or allegation. Allegations of ethical misconduct are serious matters and are not to be made capriciously or without substantiation. Again, if you feel there is an ethical problem present, talk with your advisor or other faculty member before taking direct action yourself.

### **Professional Liability Insurance**

As most of us are aware, we are living in a litigious society, and the fields of psychology and education are not exempt from the possibility of charges of malpractice or misconduct. The chances of being sued are extremely small and even fewer suits against psychologists are successful. Nevertheless, being sued does necessitate retaining an attorney and incurring legal costs. The University does not provide coverage for legal expenses or damage awards for students. Further, practicum and internship sites may not provide coverage and an increasing number of sites are requiring that students have professional liability insurance. Therefore, each student who is taking practicum or internship is required to purchase professional liability insurance each year. The cost for this insurance is very reasonable, and information will be provided to you about how to obtain insurance. You should provide a copy of verification of insurance each year and upload it into your *ePortfolio*. Exceptions to this policy may occur on internships where the site specifically covers interns in their group liability policy. Usual sources of liability insurance are the APA Insurance Trust ([www.apa.org](http://www.apa.org)), Forrest T. Jones through NASP ([www.nasponline.org](http://www.nasponline.org)), or the American Professional Agency ([www.americanprofessional.com](http://www.americanprofessional.com)). You will not be permitted to participate in practicum without obtaining liability insurance.

### **Criminal Background Checks**

Indiana University policy states that students who interact with children may have to complete a criminal background check that complies with University policies and procedures, depending on the particular circumstances. This check may be needed for interactions you might have with children in research projects, practicum, internship, volunteer experiences, and other situations. The Program requires at least a minimal criminal background check upon entry into the program and every year after that, which must be posted on *ePortfolio*. Here is a direct link to how to obtain a background check: <https://protect.iu.edu/police-safety/policies/programs-children/background-checks.html>.

### **Student Conduct, Rights and Responsibilities**

The faculty in the School Psychology Program believe that every student has the right to be treated with fairness, dignity, courtesy, and respect, and strive to assure that this kind of environment is maintained while you are in the program. Adherence to ethical principles will help to maintain that environment, as students and faculty work together toward achieving goals. Although you are likely to find that conflicts with others, including fellow students and faculty, are infrequent and minor, problems occasionally do arise. The manner of dealing with these problems varies, depending on the nature of the problem, the setting in which it occurs, and particular circumstances. The initial step in addressing a complaint is to try to resolve it informally. If the problem is associated with a class or instructor, the first step, if appropriate, is to discuss it with the instructor. Should that not be possible, however, it is suggested that you consult your advisor or Director of the Program, who may be able to assist you with regard to the proper course of action. The next step would be to confer with the Chairperson of the department.

If the problem is concerned with the actions of others on an internship or practicum site, you should try to address it with the person in charge to the extent possible. If circumstances do not permit this approach or you feel that professional or ethical issues are involved, you should consult with the faculty internship/practicum supervisor, your advisor, or the Director of the Program. All instances regarding ethical matters or program requirements should be reported to the Director of the Program.

However, there may be occasions when you believe that the actions of others warrant filing a formal complaint. If the complaint involves a practicum or internship site, you should notify the on--campus supervisor and the program director, who will assist you. If you feel that your rights as a student have been violated and that a formal complaint is needed against a member or group of the Indiana University community, you should consult the appropriate persons and also the *Code of Student Rights, Responsibilities, and Conduct* ([studentcode.iu.edu](http://studentcode.iu.edu)). *The Code* was issued by Indiana University on August 15, 1997, provides regulations governing actions and interactions of members of the university community. The Code ensures your rights as an IU student are protected. While you're entitled to respect and civility, you also have responsibilities to the campus community. The Code outlines these responsibilities and the university's expectations for your behavior as an IU student. The Code describes the individual rights of the student to include the student's right to be free of sexual harassment (including sexual violence), racial harassment, and harassment based on sexual orientation. A page on the IUB website is dedicated to the Code and discusses rights, responsibilities and procedures.

Indiana University has established procedures for students to follow when they believe that any of their rights, as defined in the Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the university community. Specifically, the website (<http://studentcode.iu.edu/>) contains information about complaint procedures [(1) Complaints Against Members of the University Faculty and Administration, (2), Complaints Against Other University Employees, (3) Complaints of Sexual Misconduct, Including Sexual Harassment, Against any Member of the University Community, (4) Complaints Against Members of the University Faculty, Administration, or Other University Employees Involving Discrimination, Including Other Harassment, (5) Complaints Against Other Students, (6) Complaints Against Student Organizations, (7) Complaints by Student Organizations] and disciplinary procedures

[(1) academic misconduct, (2) personal misconduct, (3) unit hearing boards, and campus review boards]. Information of the School of Education (unit) review board, or Grievance Committee, is a committee that is part of the Faculty Council. The committee receive students grievances, conducts hearings, and makes recommendations for disposition of the cases in Bloomington to the Dean of the School of Education.

If a satisfactory resolution to the problem has not been achieved, you may file a formal grievance by through the School of Education's Bloomington Student Grievance Hearing Committee (BSGHC). The School of Education's Bloomington Student Grievance BSGHC provides a five member hearing board for any student who believes that his/her rights, as defined in Part I of Indiana University's Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the faculty or administration (a grievance), or for a student wishing to appeal the action of an instructor taken in response to alleged academic misconduct taking place in a course.

After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the Dean of the School of Education, who makes final disposition of the appeal in the School of Education. Should the student wish to appeal further, the Code of Student Rights, Responsibilities, and Conduct provides an a venue through the Dean of Faculties for guidance in the procedures for appeal at the campus level through the Student Advocates Office in the Division of Student Affairs at 812---855---0761 or at (<http://studentaffairs.indiana.edu/student---advocates/index.shtml>).

The mission of the Student Advocates Office, within the Division of Student Affairs, is to assist students in resolving personal and academic problems so that they may maintain progress toward earning a degree. We achieve our mission by helping students foster skills that will positively influence your academic experience as well as their life after IU. Our team is made up of retired IU faculty and administrators who will help you navigate the many complexities of a large academic institution such as Indiana University. The SAO is located in Eigenmann Hall West 225, on 1900 E. Tenth Street, Bloomington, IN 47406. You can call (812) 855---076, fax (812) 855---2259 or email at [advocate@indiana.edu](mailto:advocate@indiana.edu). Appointments can be made Monday through Friday, 9am-noon & 1-4:30pm. You can also call 812-856-2469 or email [readvoc@indiana.edu](mailto:readvoc@indiana.edu), a Confidential Victim Advocate.

### **Obtaining an EdS Degree**

Doctoral students who have completed all requirements except the dissertation may choose to receive the EdS degree in School Psychology. You will need to develop a program of studies in consultation with your advisor prior to the completion of the internship. After the internship is completed, the EdS degree can be awarded, which will lead to licensure as a school psychologist by state departments of education, permitting you to work while you finish the dissertation. In general, obtaining the EdS degree is not needed, unless defense of the dissertation is not pending. Check with the Office of Graduate Studies, the Program Director, or your faculty advisor for more information.

### **Performance and Proficiency Requirements**

You will be evaluated frequently and in multiple ways as you progress through the program. To make satisfactory progress, you must demonstrate competence and proficiency in all aspects of your program. Areas for evaluation include:

- Performance in classes
- Performance in assistantships
- Performance in practicum
- Performance in the qualifying process
- Performance in internship

### **Performance in Classes: Grades and GPA**

You must maintain at least a 3.5 graduate GPA at all times. Failure to meet this criterion will result in a meeting with your advisor or the program faculty and may lead to placement on academic probation. No grade lower than a C can be counted toward a graduate degree. No more than six (6) hours of a grade of C can be counted toward a graduate degree. A grade lower than a B-- in any of the courses in the Major Requirements (see “Degree Requirements” section for listing of Major Requirements) may result in you being required to retake the whole course (or portions of the course) that may prevent you from enrolling in subsequent program courses, which could substantially affect the timing of program completion. Should that occur, you may be placed on probation, be required to complete remedial work, take additional time to complete the program, not be permitted to begin an internship, be dismissed from the program, or meet other requirements. Consultation with your advisor or the Program Director will be required.

Additionally, no grade lower than a B-- will be accepted in any of the courses that are Psychological Foundations Requirements (see Degree Requirements section for these requirements), the course must be retaken with a grade of B-- or higher. In some cases, specific remediation plans may be developed.

NOTE: If your GPA falls below 3.5, you may be placed on probation by the Associate Dean of Graduate Studies and by the School Psychology. If probation occurs, you will be required to meet with your advisor, advisory committee members, or the Program Director to discuss your progress and to develop a plan to improve your performance.

In addition to earning good grades, you will be required to have at least one instructor each academic year complete the Student Review Form – Course Instructor. These completed forms are to be included in your *ePortfolio*, which you will present in your oral examination. The form contains several items that range from “Poor” (1) to “Excellent” (5). At least 90% of the ratings must be “Average” (3) or better. If any rating is lower than Average, your advisor may ask to meet with you to discuss your progress.

### **Performance in Practicum**

At the conclusion of each practicum that you complete, your supervisor will be asked to complete an evaluation form to assess your performance. The ratings are on a five--point scale,

ranging from “Needs Remediation” (1) to “Independent” (5). It is recognized that a high level of independence is not expected in the first years of your program, so supervisors are asked to evaluate you based on where you are at that time. At least 90% of the ratings must be “3” or higher. If any rating is lower than “3”, your advisor will be notified and may ask to meet with you to discuss your progress.

### **Performance in the Qualifying Exam Process**

Your qualifying exam process will be evaluated in three ways: (1) quality of the portfolio, (2) quality of the qualifying paper, and (3) performance during the oral examination process. You will be evaluated in each area by the two school psychology faculty members on your committee. The minor member may elect to attend and participate in the oral examination.

Your portfolio will be evaluated by your advisory committee using the Rating Form for the *ePortfolio*. At least 90% of the ratings must be “Satisfactory” or higher and none may be at the “Unsatisfactory” level.

### **Performance Criteria for the Oral Examination in School Psychology**

Your oral examination will be evaluated by your advisory committee using the Evaluation of the Oral Examination in School Psychology form. At least 90% of the ratings must be “Satisfactory” or higher and none may be at the “Unsatisfactory” level. This rubric is available at the end of this document.

### **Performance Criteria for the Qualifying Paper**

Your qualifying paper will be read and evaluated by the two school psychology faculty members on your advisory committee. They will use the Comprehensive Qualifying Paper Rating Form and evaluate it on a nine---point scale in the following areas: Biological bases of behavior, Social bases of behavior, Cognitive/Learning bases of behavior, Individual differences, Affective Bases of Behavior, Comprehensiveness, and Demonstration of knowledge of research base and methods relative to the topic. An average score of “4” for each rater is required to pass and no scores below “3” (marginal) on any of the subsections are acceptable. The advisory committee may ask that all or parts of the paper be revised and resubmitted for re---evaluation prior to granting nomination to candidacy.

### **Performance During internship**

You will be formally evaluated by your site supervisor at the midpoint and end of your internship, using a form that assesses competencies linked to program goals and objectives. At least 90% of the ratings must be “3” or higher. If any rating is lower than “3”, the faculty internship supervisor will discuss your progress with the site supervisor.

## **Retention and Termination Policies**

### **Retention Policies**



To remain in good standing and be retained in the program, you are expected to comply with program and university requirements, including, but not limited to:

- Maintaining an overall graduate GPA of 3.5 or higher
- Obtain grades of no less than “B--” in all program and major area courses (see *Performance and Proficiency Requirements* above)
- Perform at acceptable levels in practica and internship (see *Performance and Proficiency Requirements* above)
- Comply with all ethical principles and codes of conduct of the American Psychological Association and the National Association of School Psychologists
- Comply with all aspects of the Indiana University *Code of Student Rights, Responsibility, and Conduct*
- Make continuous satisfactory and expected progress toward degree completion, based a variety of factors, including, but not limited to:
  - ï Timely completion of coursework and practica
  - ï Completion of portfolio and oral examinations at expected time intervals
  - ï Successful passing of the Praxis II Examination in School Psychology
  - ï Preparation of Program of Studies
- Demonstrate personal and professional conduct consistent with becoming a psychologist, including, but not limited to:
  - ï Ability to perform at levels expected at each point in the program o Demonstration of ethical behavior at the highest level
  - ï Ability to demonstrate satisfactory interpersonal relationships with faculty, colleagues, supervisors, children, parents, fellow students, and others
  - ï Ability to balance personal and professional responsibilities
  - ï Ability to handle personal stressors that may affect performance

### **Termination Policies**

If students comply with the Retention Policies listed above, they can expect to finish the program successfully. The faculty reserves the right to recommend suspension or termination of any student whose conduct, academic performance, or health is judged to be unfit for the practice of psychology. Failure to comply with any of the policies may lead to probation or dismissal from the program. In the *Student Handbook*, more detail is given in the section titled *Annual Evaluation Procedures*. However, the faculty may need to address problems that occur during the course of an academic year before the annual evaluation. In these cases, the student will meet with the instructor and/or another faculty member, depending on the circumstances. Although termination from the program is rare, it may occur for several reasons, including, but not limited to:

- Failure to complete program requirements at an acceptable level of proficiency
- Failure to complete program requirements in a timely manner
- Plagiarism or academic dishonesty
- Failure to maintain an overall graduate GPA of 3.5 or higher

- Dismissal from a practicum or internship
- Inability to develop minimal levels of professional competency
- Inappropriate attitudes or behavior in classes, practica, internship, and advising
- Inadequate interpersonal skills with children, peers, faculty, supervisors, and others
- Mental health issues that significantly interfere with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Substance abuse or addiction that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Violation of program, School of Education, or University policies, procedures, rules, or regulations that substantially affect performance and progress in the program
- Serious or multiple violations of codes of ethics of the American Psychological Association or the National Association of School Psychologists
- Misrepresentation of credentials, experiences, or other personal information
- Results of a criminal background check that indicate conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist

In some cases, remediation plans will be developed in collaboration with the student and one or more faculty members, with stated objectives to be met and timelines for completion. These plans will be stated in positive language with the intent to help the student develop the necessary competencies to become a professional psychologist. In some cases, however, immediate dismissal from the program may occur (e.g., plagiarism, academic dishonesty, conviction of a felony, substantial violations of ethical behavior). In all cases where dismissal is being considered, students will be given an opportunity to respond and apprised of their due process rights.

### **Plagiarism and Academic Dishonesty**

The issue of plagiarism and academic dishonesty has become of increasing concern to colleges and universities across the country, especially with the emergence of easily accessible information via the Internet and various electronic databases. Indiana University, the School of Education, the Department of Counseling and Educational Psychology, and the School Psychology Program take the issue of plagiarism and academic dishonesty seriously. All products produced in courses and practica are expected to be original with properly identified citations. Papers, reports, reviews, and similar documents prepared by students are assumed to be original works and are not to be plagiarized from other sources and represented as one's own, including Internet--based sites, without proper citations and credit. This principle also applies to production of original test protocols and similar materials that contain accurate information provided by the examinee. Also, the faculty considers plagiarism and academic dishonesty as unethical conduct. Even a single occurrence of plagiarism, academic dishonesty, or unethical conduct may subject a student to immediate dismissal from the program. Students found to have committed plagiarism or academic dishonesty are subject to disciplinary action by the University and the program, including, but not limited to, failure of a course, placement on academic probation, remedial work, immediate dismissal from the

program and Indiana University, or other actions deemed appropriate. If consideration of dismissal should arise, students are given information on due process rights and procedures. These situations have been extremely rare, however. We are confident that our students maintain the highest level of integrity, professionalism, and ethical behavior.

## **Financial Aid**

We recognize that funding for graduate study is a major concern for students and that it may affect decisions about which program to attend. Although we cannot guarantee funding for the majority of students when offers of admission are made, our doctoral students have a good record of obtaining support in the first year of study and beyond. Sources of aid include scholarships, fellowships, assistantships, loans, and work study positions. Awards of financial aid are not distributed until a student has been admitted into a program. Applications for aid should be made as early as possible for matriculation the following year. You may check with *Student Central on Union* for information regarding financial aid <https://studentcentral.indiana.edu/pay-for-college/manage-financial-aid/index.html>, scu@indiana.edu, or 812---855---0321. Students are also encouraged to qualify for Work Study as their chance for other awards (i.e. Assistantships) is enhanced. Some awards, jobs, assistantships, and other positions may become available at various times during the year and are announced via email or websites. You may also apply for Work Study and loans.

Typical sources of financial aid are graduate research assistantships that provide a stipend for the academic year, some tuition remission, and health insurance. The specific amounts and other benefits may depend on the type of position. All students are eligible to apply for these assistantships and project directors/coordinators evaluate applicants' credentials. Competition for assistantships often is substantial and awards are based on a number of factors, including, but not limited to, academic credentials, research or related experiences, interpersonal skills, and recommendations.

A limited number of teaching assistantships (Associate Instructor; AI) positions are available, and typically include a stipend, tuition remission of twenty (20) credit hours for the academic year, and basic health insurance. Most often, regular AI positions require appointees to teach three (3) sections of undergraduate courses each academic year and are available for up to two (2) academic years. In some cases, the financial package for an AI position may be different from this description, depending on the teaching needs. Typically, these positions are not given to first---year students without relevant experience due to the demands of teaching, but may be considered in some cases.

A very limited number of fellowships exist for doctoral students, but may not be available each year. Most of these awards assure funding for four (4) years of full---time study. These fellowships may come from campus Graduate School funding programs or from the School of Education and include McNair Fellowships, School of Education Faculty Fellowships, Minority Fellowships, or others. The stipends, tuition remission, and conditions vary across awards. Most often, recipients will work as a graduate assistant each year as a condition of the award. Some fellowships do not require working in the first year, but a job is required during the second through fourth years. Basic health insurance is included in all fellowship awards. Except in cases

where a multi-year fellowship is awarded, obtaining a position does not ensure that funding will be available during subsequent years. Reasons for not continuing in a position may include lack of funding, change in project goals and activities, or performance of a student. The program faculty help as much as possible, but students must be proactive in seeking funding if they do not have a four-year fellowship or assistantship.

**Appendix A**  
**Indiana University School Psychology Program**  
**Annual Student Review Summary**

**Name of Student:**  
**Program Year:**

**Academic Year:**  
**Advisor:**

**Evaluation Rubric:**

3 = Performs at EXPECTED level for current level of training or experience  
 2 = Performs BELOW expected level for current level of training or experience  
 1 = Performs WELL BELOW expected level for current level of training or experience  
 N = Not applicable at current level of training or experience

**Academic Performance:**

A1	Class assignments, tasks, and projects (e.g., practice test administration)	
A2	Class participation and discussion	
A3	Oral presentations	
A4	Quality of writing, e.g., tests, projects, essays, literature review papers, etc.	
A5	Arrives to class on time	
A6	Submits assignments on time	
<b>AA</b>	<b>Mean Rating for Academic Performance</b>	

**Assessment Performance:**

P1	Selects and uses appropriate evidence-based psychological assessment methods	
P2	Links evidence-based assessment data to formulate conclusions	
P3	Accurately conceptualizes case for assessment purposes (e.g., develop referral questions)	
P4	Links assessment data to formulating evidence-based interventions	
P5	Effectively communicates assessment results in written and oral form	
<b>PA</b>	<b>Mean Rating for Assessment Performance</b>	

**Intervention Performance:**

I1	Conceptualizes intervention case based on research and referral questions	
I2	Selects evidence-based interventions to address referral questions	
I3	Evaluates interventions effectively based on sound research methods	
I4	Provides effective and appropriate intervention summaries or transition plans	
<b>IA</b>	<b>Mean Rating for Intervention Performance</b>	

### Consultation Performance:

C1	Develops effective collaborative relationships	
C2	Implements appropriate consultation model/intervention	
C3	Collaborates with consultee regarding problem identification, implementation, and monitoring	
<b>CA</b>	<b>Mean Rating for Consultation Performance</b>	

### Professional Behavior:

B1	Complies with ethical and legal requirements	
B2	Demonstrates high level of professionalism in all settings (e.g., classroom, practica, internship)	
B3	Meets deadlines and responsibilities in timely and appropriate manner	
B4	Seeks and uses supervision and feedback as needed	
B5	Shows motivation and initiative	
B6	Demonstrates knowledge and sensitivity to cultural diversity and individual differences	
B7	Demonstrates commitment to learning and the scientist-practitioner model	
B8	Demonstrates internalization of professional values and attitudes of professional psychologists (e.g., social justice, advocacy, diversity, fairness, reflective practice, ethical principles)	
B9	Provides effective supervision for less experienced students	
<b>BA</b>	<b>Mean Rating for Professional Behavior</b>	

### Interpersonal and Communication Skills:

IC1	Demonstrates effective interpersonal skills with colleagues, clients, parents, teachers, others	
IC2	Shows appropriate sensitivity to various backgrounds of others and avoids stereotypic, discriminatory, offensive, or otherwise inappropriate attitudes or language	
IC3	Communicates results of assessments, intervention, and consultation to others in oral and written forms in understandable language with minimal use of jargon or technical language	
<b>ICA</b>	<b>Mean Rating for Interpersonal and Communication Skills</b>	

**Research:**

R1	Demonstrates skills in research design, analysis, and reporting of results	
R2	Disseminates research findings in reports, presentations, and other formats	
R3	Conducts independent or collaborative research	
R4	Critiques research from strengths and weaknesses perspectives	
<b>RA</b>	<b>Mean Rating for Research</b>	

**Reflective Practice, Self-Assessment:**

RP1	Self-awareness of strengths and weaknesses	
RP2	Self-monitors own performance	
RP3	Attentive to self-care	
RP4	Works to strengthen areas of weakness	
RP5	Thinks like a psychologist (scientifically and professionally)	
<b>RPA</b>	<b>Mean Rating for Reflective Practice, Self-Assessment</b>	

**Comments:**

**Appendix B**  
**Sample Program of Study Fall 2020 Entry**

**Fall Year 1**

P650: Prevention, Assessment, and Intervention I (3 credits)  
P656: Practicum in School Psychology (3 credits)  
P670: Behavior Analysis and Consultation for School Psychologists (3)  
P681: Psychology of Cultural Diversity (3)

**Spring Year 1**

P656: Practicum in School Psychology (3)  
P650: Prevention, Assessment and Intervention II (3)  
P680: Ethical, Legal, and Professional Issues in School Psychology (3)  
P692: Seminar in Therapeutic Interventions with Children (3)

**Summer Year 1**

P645: Single-Subject Research Design (3)  
1-2 classes in minor

**Fall Year 2**

P682: Developmental Psychopathology (3)  
P696: Practicum in Therapeutic Interventions with Children (3)  
Y502 Intermediate Statistics Applied to Education (3)  
Y521 Methodological Approaches of Educational Inquiry (3)

**Spring Year 2**

G656: Social Basis for Behavior (3)  
P695: Practicum in Personality and Behavioral Assessment (3)  
P650: Social Justice Consultation, Advocacy, and Leadership (3)  
P514: Lifespan Development: Birth to Death (3)

**Summer Year 2**

Remaining courses for minor, foundations course

**Fall Year 3**

P650 Cognitive and Affective Bases of Behavior (3)  
P697 Advanced Practicum in School Psychology (1)  
Y603 Statistical Design in Educational Research (3) OR Y604 Multivariate Analysis in Educational Research (3)  
Any remaining foundations course, fourth inquiry course

**Spring Year 3**

P624 Biology of Behavior (3)  
P691: Personality Assessment (3)  
P697 Advanced Practicum in School Psychology (1)



Any remaining foundations courses, Fourth inquiry course (3)

**Summer Year 3**

Elective(s), remaining requirements, or dissertation hours 6---12

Complete qualifying procedure, elective courses, and work on dissertation and complete Nomination to Candidacy

**Year 4**

Work on dissertation, apply for internships, complete elective practica .

**Year 5**

Complete internship and defend dissertation.

## Appendix C

### Qualifying Procedure for the PhD Degree in School Psychology Department of Counseling and Educational Psychology

The purpose of the qualifying procedure for the doctoral degree in School Psychology is to determine your competence and knowledge in both the science and practice of school psychology, as well as to determine the ability to conduct original research. The Indiana University Graduate School and the School of Education require that students demonstrate competence in research skills, as well as in the major field of study. Therefore, programs must develop evaluation procedures that permit students to demonstrate these skills and knowledge. Because the PhD program is accredited by the American Psychological Association (APA) and is approved by the National Association of School Psychologists (NASP), there are specific areas that are assessed to assure that you have the necessary knowledge and skills.

For the School Psychology Program, the qualifying procedure consists of seven components:

- (1) development and presentation of the *Professional Development Portfolio*, using the online *ePortfolio* program
- (2) a comprehensive paper emphasizing core areas and concepts pertinent to the field and to research (see guidelines below)
- (3) if required, a written examination over the minor area or other minor requirements
- (4) an oral examination with your advisory committee, where all areas of the *Professional Development Portfolio*, the comprehensive paper, and minor examinations are reviewed. Status of the dissertation will also be discussed.
- (5) documentation that your early inquiry project has been approved
- (6) documentation from a journal editor that a submitted article has undergone editorial review. *Note: This requirement is that the manuscript must be forwarded for blind review by the editorial review board. If the journal editor replies that the article is not acceptable and it will not be reviewed by the editorial board, then this requirement is not met. If the paper is not reviewed by the editorial board, it must be submitted to a journal that does give it full review. An alternative is to submit another article. It is not required that the article be accepted for publication, but it must undergo formal editorial review and feedback provided. Nomination to candidacy will not be approved until documentation of full review or acceptance is provided.*
- (7) successful passing of the Praxis II examination in School Psychology, using the current passing score established by NASP

#### *Professional Development Portfolio*

The Professional Development Portfolio is a compilation of your work and the requirements are comprised of the tasks you are to complete on your *ePortfolio* portal. The final portfolio is to be completed **at least two weeks prior to the oral examination** or earlier at the direction of the advisory committee or chairperson. The portfolio is created on *ePortfolio*, where documents such as annual reflections, annual evaluations, dissemination materials (publications, presentations, etc.), and curriculum vitae are uploaded.

## *Comprehensive Paper*

The purpose of this paper is to give you the opportunity to demonstrate competence in foundational areas of psychology and education, as well as in research. Rather than requiring written examinations over specific areas such as development, learning, and inquiry methods, this component is designed to be integrative and relevant to your research interests. This paper also contributes to complying with requirements of APA and NASP with regard to demonstrating competence in research methods and knowledge of developmental/individual differences, biological, learning/cognitive, affective, and social bases of behavior.

### Content

You will prepare a comprehensive paper about a research topic approved by the chair of the program advisory committee. Although not required, it is suggested that this paper have direct relevance to the proposed dissertation topic. In this paper, you will summarize the nature of the research topic, the research questions frequently addressed, and the overall status of the current research base. Included will be a discussion of the research methods most commonly used and a critique of the appropriateness and integrity of these methods. The paper will also include consideration of the topic with regard to the developmental/individual differences, biological, learning/cognitive, affective, and social bases of behavior. It is recognized that not all topics lend themselves equally well to these bases and they should be discussed with the faculty member who is working with you on the paper. We recommend that you meet with this faculty member to develop an outline for the paper and who will guide you through its completion. Most often, the paper is used as a precursor to the Literature Review section of the dissertation.

### Format

The format of this paper should follow the format of review articles that appear in journals such as *Psychological Bulletin* and *Review of Educational Research*:

### **Title Page**

### **Abstract**

### **Introduction**

**Summary of Major Findings and Analysis and Critique of Inquiry Methods** (Included in this section are identified subsections and discussion of consideration of developmental/ individual differences, biological, learning/cognitive, affective, and social bases of behavior, as appropriate. Remember that the goal is to critique the research by noting strengths and limitations, not just report research results like a variation of an annotated bibliography.)

### **Limitations of Past Research**

### **Implications for Future Research**

### **Conclusions**

### **References**

## Tables and Figures

The paper is to be organized in this format with the sections labeled as listed above. There is no established length for this paper, although it is expected that it will be 30-50 pages. It is to be written in current APA style, with tables and figures included as appropriate. It is suggested that you collaborate with a faculty member or the director of the dissertation in the development of the paper. There is no specific date established when the paper is due, other than it must be given to all members of the advisory committee **at least two weeks** before the oral examination or earlier at the direction of the advisory committee or chairperson. Failure to meet this timeline may result in rescheduling of the oral examination. The minor member of the committee will read or evaluate the paper at his/her discretion. Therefore, it will be read by both school psychology faculty members of the advisory committee, at a minimum. If the paper does not follow the format described above, it may be returned to you for re-writing, which may cause rescheduling of the oral examination or delay in Nomination to Candidacy. Careful planning and working with the faculty member likely will avoid this situation. At least the two school psychology faculty members will read and score the paper on a nine-point scale, with an average or composite score of “4” being considered minimally passing. If the average or composite score of the raters is less than “4” or one rating is less than “3”, the committee may ask that the paper be revised and resubmitted and the oral examination be rescheduled. If there is a major discrepancy between raters and one of the ratings is not passing, the paper may be given to another faculty member to evaluate. The composite or average of the two highest scores will serve as the final score. Your advisory committee chairperson is responsible for determining that the final paper is ready for presentation to the entire committee.

If the paper is used as the basis for the dissertation literature review, it likely will need editing with regard to the bases of behavior sections and relevance to the purpose of the study and the research questions. It is particularly important that the paper include **critiques** of the current literature with regard to methodology, limitations, flaws, or other characteristics. Merely reporting or summarizing current research does not demonstrate the ability to critically evaluate and examine current research, which is expected at the doctoral level. These critiques are especially important in the dissertation Discussion chapter where you will link your findings to the literature review. Failure to provide critiques of the literature will result in the paper being returned for revision either before or after the oral examination. In either case, Nomination to Candidacy will not be granted until the paper is acceptable to the advisory committee. During the oral examination, the paper will be the focus of questions regarding its content, format, importance, and relevance to the field.

### *Evaluation Criteria*

- comprehensiveness of treatment of the topic
- critique of research methodologies
- critique of developmental/individual differences bases of behavior and relevance to findings
- critique of biological bases of behavior and relevance to findings
- critique of learning/cognitive bases of behavior and relevance to findings
- critique of the affective bases of behavior and relevance to findings
- critique of social bases of behavior and relevance to findings

### *Minor Area Examination*

If the minor area requires a written examination, the requirements are arranged with the faculty member representing the area. The results of this examination must be approved by the program advisory committee before Nomination to Candidacy will be recommended. It is possible that this examination will be completed at a time other than when the portfolio and comprehensive paper are completed, but Nomination to Candidacy cannot be recommended until all written and oral examination requirements are fulfilled, including passing of the Praxis II and documentation that the submitted research article has undergone full editorial review (not just review by the journal editor who may reject it without forwarding it for review. (See Page 1 of this guide and your Student Handbook). We recommend that you take the Praxis at the end of the second year of study. When completed, provide a “hard copy” of the results to the Program Director and upload a copy to your *ePortfolio*.

### *Oral Examination*

When all written examinations are completed satisfactorily and the *Professional Development Portfolio* is prepared, the oral examination is conducted with the advisory committee members, who may ask questions of you about all areas of the written examinations and portfolio, as well as other aspects of your program. This examination typically takes about an hour and a half to two hours. Upon completion of the oral examination, the advisory committee will determine whether you have passed. If you pass the examination, Nomination to Candidacy will be recommended if all other requirements are met, such as no incomplete grades in required courses except dissertation credits and internship. ***Nomination to Candidacy must be attained before verification of readiness to complete the internship will be given, whether it is in an APA/APPIC site or a public school site. Students who have not been nominated to candidacy will not be permitted to enroll for the internship credits until this process is completed. If a student begins an internship before Nomination to Candidacy is given, the hours accrued until nomination is completed will not count toward the required minimum of 1500 clock hours. (See Student Handbook section on “Policy on Certifying Readiness for Internship.”) The dissertation proposal must be approved by the research committee before verification of readiness for internship will be provided for APA/APPIC sites. Failure to meet this requirement may result in delay of a year to apply for internships. Also, this requirement is becoming more common by internship sites that may not accept interns whose proposals have not been approved at application, so it is to your advantage to be sure your proposal is approved before applying. Most APA and APPIC internship applications are not due before November 1, although some may be a few days earlier. Be sure to check the requirements of the internship sites that you are considering.***

## **Appendix D**

### **IU School Psychology Program**

### **Dissertation Proposal Format Guide**

This document offers some suggestions and guidance for developing a dissertation proposal. It is not designed to be exhaustive and may vary from other information you have or will receive from professors or colleagues. The ideas included are those of the author and may vary from others' perspectives. Nevertheless, it is generally consistent with the way many dissertation proposals are prepared and presented for defense.

A dissertation problem and study should be original and of such significance and quality that it can be published in a reputable journal when completed, assuming that it can be completed as proposed. In fact, the majority, if not all, of your committee members will consider these two criteria when evaluating your proposal. You can think of a dissertation as being a long journal article and it should be approached in that manner, that is, it should contain all the elements of a journal article, albeit longer and with other components. The proposal should be viewed as being comparable to the content of a journal article through the Method section. In most cases, the final dissertation will include the Results and Discussion as Chapters 4 and 5, respectively. Although the contents of a journal article and a dissertation are similar, the specific structure is likely to be different. Final versions of most dissertations are likely to be 100 pages or more, but can vary significantly depending on the nature of the study, the literature review, research design, analyses, reporting of results, discussion of findings, and other factors.

Most dissertations are constructed as five chapters and are titled as follows:

Chapter One Introduction

Chapter Two Review of the Literature

Chapter Three Method Chapter Four Results Chapter Five Discussion

In journal articles, the Introduction and Review of the Literature usually are combined into one section that precedes the Method section. This guide will offer some suggestions about how to prepare a proposal in a five-chapter format and what content should go in each chapter. You will likely find some overlap among the sections and chapters, which is fine, as long as it is not unduly repetitious. Most adequate dissertation proposals are at least 15-20 pages in length, plus references and supporting materials, although length may vary, depending on factors such as study complexity, amount of literature to be summarized, and description of method. Think of it as a "mini" version of the first three chapters of the final dissertation. Some students essentially write the first three chapters as the proposal, which is acceptable, although substantial changes may be needed after the proposal defense. Therefore, it is usually advisable to develop the shorter version for the proposal and expand on it later for the first three chapters. However, this is only a suggestion and your dissertation director may advise you otherwise and suggest a different format.

## **Writing in APA Style**

You should write in current APA style and adhere closely to the guidelines through all parts of the proposal and the final dissertation. Common errors are proper use and citations of tables, figures, and references, some of which are different for dissertations. For example, in journal manuscripts, tables and figures are not inserted directly into the text. In a dissertation, they are inserted as close to the text citation as possible. Thus, it is important that you follow current APA style closely, with some exceptions for dissertations. You should use the capitalized, bolded headings for your proposal sections.

## **CHAPTER ONE INTRODUCTION**

### **Introduction**

This section should introduce the general topic of the research and why it is important. For example, if the topic were about ADHD, you might discuss why this is an important issue for research and practice. You might give a definition and discuss the implications of ADHD for one or more areas of child functioning, e.g., its relationship to social development, academic progress, comorbidity with other disorders, or changes over time. In short, you are starting to build a rationale to justify the description of your research problem. Think of this section as if someone asked you what your dissertation is about and how you would respond in a rather concise way that the person could understand. You should include some references that highlight some of the major authors and/or research. Typically, this section is not long, e.g., 3-5 pages and includes discussion of the nature of the study and preliminary review of the variables, prior research, or foundations of the dissertation. It is not the place to introduce the specific problem to be addressed in the dissertation, but is an overview of the general nature of the study by laying a foundation.

### **Statement of the Problem**

In this section, you identify the problem that you propose to study, i.e., from the foundation laid in the Introduction, begin to state the specific nature of your study. In the Introduction, you have oriented the reader to the broad area of study and what is known. In this section, you describe what is unknown in the research literature about your topic. The essence of your problem statement is to identify an area of research that needs more investigation. For example, you might have given a general review of the research that suggests that we know that a particular intervention has empirical evidence supporting its efficacy with a specific problem or group, but it is not known whether it works for other groups. So, your problem statement should reflect what is not known (i.e., the “problem”) and the question of whether the intervention is effective needs to be answered. Thus, the “problem” is that it is unknown whether this intervention works for this group i.e., what is not known that needs to be known. Your study proposes to fill this gap in knowledge through its purpose, research questions, and design. This section should be rather concise and specific and can usually be done within about one page. It will reflect the

Introduction, but is more specific about the study itself and the specific problem to be addressed. Think of this section as what is missing in research literature that you hope to add. It is important that this section be well-crafted and clear about what you propose to study, as it lays the foundation for the research questions. An analogy is to think of your study as providing a missing piece of a puzzle that is yet to be completed (and will not be completed because there are always more questions to be answered in any area of research).

### **Rationale for the Study**

The Rationale for the Study focuses on how you have come to develop your study to address the problem to be studied. The Rationale might be based upon a theory, model, a body of current literature, or other foundation that forms the basis for the study. The Rationale is the basis for forming the study and is different from the Need for the Study, in that the latter discusses the potential value, while this section focuses upon the reasoning you present for conducting the study. The Rationale should not be a restatement of the Statement of the Problem, but a carefully reasoned argument and justification and you have concluded that there is a “problem” or gap in the literature that needs to be addressed. In this section, describe how you came to determine this gap and how your proposed study addresses the problem. For example, you might have concluded that the reason for the problem is that prior research did not consider a representative sample or that the study did cover all the aspects of a particular theory on which it was based. If your study is based upon a theory, such as Social Learning Theory, you should show how the theory serves as the basis for your study problem. Similarly, if your study is based on a model that exists in the literature, you should describe how the model forms the foundation for your thinking. If you have developed a model, then it should be based on prior research and how it forms the basis for the study. In journal articles, the Rationale typically is included with the introduction and essentially “builds the case” for the study using theory, research, or models, or other bases. If you look at empirical journal articles, the rationale is usually embedded in the introduction and essentially forms the “argument” or justification for the study. There will be some overlap with the Statement of the Problem, but the discussion should focus more on explaining your reasoning (i.e., “rationale”) for designing the study. This section is usually about one to two pages.

### **Purpose for the Study**

Because dissertations are generally considered to be long journal articles in their format, the Purpose for the Study is often placed just before the research questions at the end of Chapter Two. However, your dissertation director may suggest that you place it about here in the proposal, due to the length of a dissertation study. For the purposes of this guide, however, it is placed before the Research Questions in Chapter Two, and gives some examples of study purposes, following a journal format.

### **Need for the Study**



Here, you justify why the study is needed. Below are some questions to consider:

- Why do we need a study like this?
- What are the implications of the results?
- How will the study fill a gap in the existing literature?
- How will the study increase our understanding of the relationship among the variables?
- What will the results tell us about the subject population that we do not already know?
- How might the study inform psychological or educational practice?

The Need for the Study must be based upon the extant literature, theory, or model, not upon a loose rationale or a position something like "it would be nice" or "I'm curious about this." It should not be a restatement of the Statement of the Problem. This section is different than the Statement of the Problem section, which addresses what is not known and not why the study is needed and its intended value. It differs from the Rationale section, which focuses on the reasoning for the study. This section states why we need the information to be gained and can usually be done in about one page.

### **Limitations of the Study**

In this section, you describe how the study may be limited, such as to one age group, one type of intervention, or to certain aspects of a theory or model. It is not feasible to include every possible variation of a problem area in one study, so it is important to acknowledge the limitations. It may be that you recognize that there are variables that are not being studied or that are beyond the control or proposed methodology of the study. There are limitations to any study, i.e., it is not possible to consider all questions, variations, contributing variables, or other factors. You should also remember that a *limitation* is not the same thing as a *flaw*. A *limitation* is a description of the limits of the study with regard to factors such as scope and generalizability. A *flaw* is a rather serious problem with the methodology, rationale, problem statement, or other component of the study that impairs its ability to generate accurate results, answer research questions, or contribute to the literature. Therefore, limitations should be described that have implications for the utility or generalizability of the findings. For example, if you are doing a study on the effects of an intervention program on boys from a suburban area, a limitation is that the results could not be applied to girls in an urban area. The program might be effective if adapted, but it cannot be shown in the current study, so it is a limitation. There should be no obvious flaws in the proposed study. This section can usually be done within about a half-page to one page. Here, you discuss potential limitations so that your research committee can evaluate your proposal with regard to your understanding of the limitations. Your director may or may not suggest that you include this section. However, you will address limitations in the last chapter, so, if written, this section will not appear in the final defense version in Chapter 1. Although this section may not be included in the proposal, you should be thinking about potential limitations when designing your study.

## CHAPTER TWO REVIEW OF THE LITERATURE

This chapter is arranged primarily around the pertinent literature and the variables under study. Different dissertation directors have different mentorship styles regarding the length and depth of the literature review at the time of the proposal hearing. For some faculty, this section usually is 5-10 pages long in the proposal, whereas for others the goal is to draft something close to what the literature review will look like when it is in final form. In both cases the end result is typically a literature review at approximately 30-40 double-spaced pages; it is simply a difference (both paths are fine) in how and when to arrive at that end result.

This chapter will require some thought about how to organize it, because every dissertation is unique. Generally, you will need sub-areas and subheadings as you describe the literature. For the proposal, the literature review should be representative, but does not need to be exhaustive. For the final dissertation, however, it is expected that you have conducted an exhaustive review of the *pertinent* literature. "Exhaustive" does not mean that you address every possible study related to the broad area of your study; rather, it means that you have considered and exhausted the literature related to your research problem, purpose, and questions. It is common that when you develop the proposal, you will not include all the references you found initially, because some of them are not relevant to your study. The final dissertation may include additional references that address the findings and discussion. When formulating the Discussion chapter, you will refer often to the literature cited in this chapter. This part of the proposal should include clearly identified subsections that will be expanded in the final dissertation.

***Critique the literature.*** When writing the literature review section, it is important not to merely *cite* literature, but you must show the ability to *critique* the literature, i.e., critically evaluate and analyze research studies. Critiques include commentary on limitations, research design flaws, generalizing beyond the data, failure to consider important limitations, or other potential problems with the studies. However, *critiquing* also includes discussing and describing the *strengths* of studies that may be a partial basis for your study, such as unique methodologies, different populations, new knowledge generated, or ideas for new research. Thus, your committee will be looking for your critiques of the literature, not just citations or a type of "annotated bibliography." It is suggested that you critique each study, as you will need to discuss how your study is similar or dissimilar to prior studies. These critiques are important because you will revisit many, if not most, of the studies in the Discussion chapter.

### **Purpose of the Study**

In essence, the Purpose of the Study is a summary statement of the goal(s) for the study. The phrasing of the purpose statement is a function of the nature of the study. If you are "breaking new ground" and do not have specific hypotheses about how the variables are related, the statement may be more general. For example, a purpose statement might be: "The purpose of

this study is to determine the amount of variance accounted for by Variable A to the outcomes as measured by Variable B." A more specific statement might be something like "The purpose of this study is to determine whether there is a significant difference in the effectiveness of Intervention Program A and Intervention Program B." The Purpose statement should be as concise as possible (e.g., no more than about one paragraph that states specifically the intent or purpose of the study. If you look at journal articles, the purpose statement comes near the end of the introduction and just before the Method section and is usually stated in a few sentences, at most. As a guide, look at studies in your area and how the purposes are stated. Usually, they are just a 3-4 sentences. For the proposal, the Purpose statement will be written in future tense and changed to past tense in the final dissertation.

## Research Questions

Research questions reflect the Introduction, Statement of the Problem, Rationale for the Study, and Purpose of the Study, and are stated in a way that allows the researcher to answer them specifically. They should be constructed to reflect these elements and the methodology.

In general, research questions are phrased in one of three ways:

1. As "yes" or "no":

**Example:** "Is there a significant difference between the effects of Intervention A and the effects of Intervention B on the ability of 13-15 year old adjudicated delinquent adolescent boys to engage in interpersonal perspective-taking?"

This type of research question is most appropriate for experimental studies where variables are being compared and is most amenable to quantitative analysis.

**Example:** "Are there significant differences in the interpersonal perspective-taking ability of children who play violent video games at least five hours per week versus children who do not play violent video games?"

This type of research question might be used in quasi-experimental studies where variables are being investigated, but cannot or are not being manipulated, such as when comparing existing groups on a psychological variable. This type of question is most amenable to quantitative analysis.

(Note: In these examples, the word "significant" is included for specificity. If the research question were to read: "Is there a difference between the effects of Intervention A and the effects of Intervention B?" the answer would almost certainly be "yes", because it is highly unlikely that the findings would be identical due to error alone; hence the inclusion of the "significant" specifier.)

2. As a degree of relationship among variables:

**Example:** “To what extent is prior family history of adjudicated delinquent adolescent boys associated with interpersonal perspective-taking?”

This type of research question poses that there is some association among variables that is currently unknown and the study intends to determine the degree of the association. The researcher would need to determine whether it is a significant relationship through the analysis. This type of question is most amenable to quantitative analysis, such as correlational or regression methods. The phrasing of this type of research question would have been preceded by a rationale that there is evidence, theory, or a model to suggest that such a relationship is present, but the degree and significance are unknown.

**Example:** “What are the relative contributions of Variable A and Variable B to the development of interpersonal perspective taking of adjudicated delinquent adolescent boys?”

This type of question is similar to the preceding one, except that it seeks to determine not only the significance of two variables, but whether one is significantly more contributory than another. It could also be phrased as: “Is there a significant difference in the relative contributions of Variable A and Variable B to the development of interpersonal perspective-taking of adjudicated delinquent adolescent boys?” Such a format is more of a “yes” or “no” question, but the researcher would also need to establish not only differences between the variables but also their relative contributions through quantitative analysis.

3. An idiographic, non-normative approach:

**Example:** “How do siblings of children with chronic illness perceive and cope with stresses associated with having a sibling with a chronic illness?”

Although this type of question could be addressed with a quantitative approach, such as questionnaires or structured interviews, it could also be addressed with qualitative methodology through observations, interviews, or primarily non- quantitative approaches. Research questions such as these often are interested in the dynamics of interpersonal relationships that are difficult to answer with quantitative methods. Also, it is possible to gather “rich” data about the research questions that are not possible using only a quantitative approach. Research questions in qualitative research tend to be more general and guiding in nature. This methodology allows for analysis of questions, variables, and phenomena that cannot be revealed in quantitative studies. This approach could also include “mixed-methods”, which might include both quantitative and qualitative analyses.

### **Research hypotheses**

Research hypotheses are specific statements about expected outcomes of the study that are based on *a priori* assumptions and reflect research questions. Research hypotheses are not used in all studies, such as those that are exploratory or lack a solid research, theory, or model base that permit predicting specific outcomes. They are used often in studies where specific outcomes can be posited and the hypothesis rejected or accepted.

**Example:** “Intervention A will be significantly more effective than Intervention B on the ability of 13-15 year old adjudicated adolescents to develop interpersonal perspective-taking skills.”

**Example:** “Parenting behaviors contribute significantly more variance to preschool children’s level of aggressive behavior than do peers’ behaviors.”

For studies that are primarily qualitative in nature, specific hypotheses typically are not stated.

### **CHAPTER 3 METHOD**

This section of the proposal should include the following sections and subsections, *as appropriate* to the study:

#### *Participants*

- Age
- Gender
- Grade in school
- Racial or ethnic background
- Marital status
- Health status
- SES background
- Educational background
- Any inclusion or exclusion criteria, such as being limited to only children who are in elementary school, males only, age nine or older, have a specific disability, etc. If you are using known groups, such as those who have educational disabilities/diagnoses or psychiatric diagnoses, you will need to state how the diagnoses were determined, either as part of the study or from historical/anecdotal records. Such determination might come from the use of a specific screening measure for the study or from records that provide that information. For example, if IQ is a relevant criterion, a measure of IQ might have to be administered or obtained from records.
- Other *relevant* information

It is important to give as much information about the participants that is appropriate for the study so that it can be compared to prior research and inform possible limitations. Future researchers are able to compare their participants' characteristics or background factors to participants in existing or new studies. Such differences could be the basis for new directions in future research.

### *Instrumentation*

- Questionnaires, surveys, rating scales, including psychometric properties
- Interview methods, e.g., structured, semi-structured, focus groups
- Observations
- Records review and extraction or compilation of data
- Anecdotal records
- Personal logs, diaries, etc.
- Other

### *Procedures*

- How participants will be recruited
- How informed consent or assent to participate will be obtained
- How data will be collected, e.g., groups, individually, etc.
- How existing information will be accessed, including obtaining permission, such as from clinical or educational records
- Specific ways that instructions will be provided
- How participants will be protected from undue risk, stress, undue/excessive time commitment, loss of instructional time, etc.
- Other procedures unique to the study

(Note: In cases where you are using de-identified (not “sanitized”) data, such as public information or datasets that are available to the general public or to researchers, some of these will not apply, although you will need to include as much description of how participants were recruited, methods of data collection, etc.)

### *Analysis of data*

Although this section may or may not be recommended by your dissertation director, it is a common section in quantitative and qualitative studies. A common approach is to list each question or hypothesis and then describe the specific analysis method. If the approach is quantitative, include descriptions of the techniques (e.g., ANOVA, logistic regression, correlation), as well as procedures such as tests of means (e.g., Tukey, Bonferroni)

If the analysis is to be qualitative, describe the methods in detail, such as “thick description”, theme analysis, etc.

The Purpose of the Study and some parts of the Method sections will be written in future tense for the proposal and changed to past tense in the final dissertation.

### **A Note about Human Subjects/Participants Approval (not included in proposal)**

As a condition of your participation in this research, you have agreed to the following terms and conditions:

(Human Subjects Committee/Institutional Review Board or IRB). Such approval is required before data collection involving human subjects/participants may begin. Typically, the dissertation proposal is approved by the student's committee prior to submission for human subjects review, but IRB approval may be gained prior to the study being approved by the research committee. If prior approval is obtained, there is the possibility that the study will be changed after the proposal defense meeting, requiring submitting a new proposal or an amendment to the previously approved study. Even if you are using existing data, you must get approval from the IRB, because it is a separate study. Usually, however, approval is given rather quickly in these cases. Confer with your dissertation director for your specific study.

Applications are submitted online through the IRB site. Students must have a faculty member (i.e., the director) agree to supervise the study and endorse the application as the principal investigator (PI) and you are listed as a co-investigator (Co-PI). There are three categories of review: (1) *exempt*, where the data involve human subjects, but there is little or no risk to the subjects, such as de-identified public documents or test scores that are anonymous, (2) *expedited* that involves interactions with human subjects, where the chair of the Committee reviews the application and approves it with any changes without full committee review and is considered no more than minimal risk to subjects, and (3) *full committee review*, where faculty representing departments that conduct human subjects research review the proposal. In these cases, the IRB considers whether the risk to human subjects is more than minimal and does not qualify as exempt or expedited. The committee also has members with medical expertise and at least one member from the community. In some cases, faculty with specific expertise or others may be consulted. For proposals that involve prisoners, an attorney with related expertise is included.

The committee also includes at least one faculty member with specific expertise in research with children and adolescents, due to their greater vulnerability risk. Most often, the studies are approved with changes ranging from minor to substantial. In some cases, if the committee determines that the risk-to-benefit ratio of the study is too high, the study may not be approved. If not approved, it cannot be conducted unless modified, it may require re-application. Some applications may be "tabled" until further information is obtained. In some cases, the Committee will give provisional approval with requests for specific changes. When the changes are made, the Committee chair will approve the study. The Committee is interested in facilitating and encouraging research involving human participants and works with faculty and students to accomplish their research objectives. It is rare that a study proposal is not approved after appropriate revisions have been made.

Also, you must pass the Human Subjects knowledge test before your study will be approved. A tutorial is available online and you take the test online. A current passing score of 80% is required by both students and the faculty sponsor to conduct or supervise any study involving human participants.

### **Final comments:**

Dissertation proposals require a great amount of research, thinking, organization, and presentation. In general, it takes a minimum of a year to design, propose, conduct, analyze, write, and defend the dissertation. It is suggested that you look at dissertations that are related to your study to see how they were organized, conducted, analyzed, and written. You should work closely with your director and meet with her/him regularly as you develop the proposal. The dissertation is your study, and your director should be viewed as a mentor to guide you through the process. You should feel free to consult other professors who have expertise in your study, but who may or may not be on your committee.

*Thomas Huberty, Ph.D. (November, 2017), slightly modified by school psychology faculty in August 2019*

## Student Signature Page

By signing below, I attest that I have read this Handbook and understand that this Handbook guides the program-specific policies of my graduate program at Indiana University.

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Student Signature

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Date