



**SCHOOL PSYCHOLOGY**

**DOCTOR OF PSYCHOLOGY PROGRAM HANDBOOK**

**2025-2026**

**Department of Applied Clinical and Educational Sciences**  
**Indiana State University**



The student is responsible for knowing and observing regulations, such as the contents of the [Graduate Catalog](#) and the [Code of Student Conduct](#). Such university-level documents supersede the contents of this Student Handbook in cases of conflicting information. Students pursuing the program herein described are advised to secure a copy of the Graduate Catalog, which contains all regulations governing graduate work at Indiana State University.

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# HISTORY AND PROGRAM PHILOSOPHY

## History

Indiana State University's (ISU) M.Ed. program in school psychology, founded in 1949, was the first master's degree in school psychology in the nation. The Ph.D. program began in 1965 followed by the commencement of the Ed.S. program in 1968. The school psychology programs at ISU are the oldest such programs in the state of Indiana. In Fall 2021, the Ph.D. program transitioned to offer a Psy.D. degree, which was the first such school psychology program in Indiana.

## Approval Information

The Psy.D. program in school psychology is accredited by the American Psychological Association. Questions related to the program's APA-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  
Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The Psy.D. program is also accredited by the National Association of School Psychologists (NASP). NASP may be contacted at the following address:

National Association of School Psychologists  
4340 East West Highway, Suite 402  
Bethesda, MD 20814  
Phone: (301) 657-0270  
Email: [cert@naspweb.org](mailto:cert@naspweb.org)  
Web: <https://apps.nasponline.org/standards-and-certification/graduate-education/index.aspx>

## Mission Statements

The program is part of the Applied Clinical and Educational Sciences (ACES) department in the Bayh College of Education (BCOE). The mission of both the college and department provide a strong foundation for the program goals and objectives.

### ***Indiana State University Mission Statement***

We transform the lives of students through a high-quality education infused with experiential learning, community engagement, and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

### ***Bayh College of Education (BCOE) Mission Statement***

Through engagement with community partners and experiential learning opportunities, our highly qualified and diverse teams prepare educators and helping professionals for the complexities of tomorrow.

## ***Department of Applied Clinical and Educational Sciences (ACES) Mission Statement***

Actively challenging, engaging, and individually supporting our students and colleagues to excel as scholars, educators, clinicians, and advocates.

### **School Psychology Program Mission and Goals**

The Psy.D. program in school psychology follows a scholar-practitioner model that provides a foundation on which program goals and objectives are based. The mission of the program is to train school psychologists who value, adopt, and apply a scholarly attitude toward the practice of psychology in diverse settings. The scholar-practitioner school psychologist must possess a comprehensive knowledge base in psychology and education, which may be applied to both practice and the generation of new knowledge. In keeping with the program mission and the profession-wide competencies endorsed by the American Psychological Association, the program trains students according to three broad goal areas, comprising nine major training objectives (see Appendix A for a complete list of program goals, objectives, and specific competencies):

1. Prepare health service psychologists to provide comprehensive and integrated school psychological services.
  - a. Demonstrate the ability to collect, integrate, and interpret clinical data that promotes a thorough understanding of clients' strengths and needs.
  - b. Demonstrate the ability to design, implement, and evaluate the effectiveness of interventions to address the academic, behavioral, and social-emotional needs of clients.
  - c. Demonstrate the ability to collaborate and provide consultation to families, other professionals, and organizational systems.
  - d. Conceptualize and carry out independent research that contributes to the existing professional literature and knowledge base.
2. Prepare health service psychologists to interact effectively with individuals from diverse backgrounds, disciplines, and perspectives.
  - a. Exhibit interpersonal communication skills that foster effective working relationships with clients, families, colleagues, supervisors, supervisees and other professionals.
  - b. Demonstrate a broad understanding of diversity as it pertains to working relationships with clients, families, colleagues, supervisees, and other professionals.
  - c. Adjust communication and clinical services to meet the unique individual needs of clients, supervisees, and consultees.
3. Prepare health service psychologists to engage in legal, ethical, and professional practice.
  - a. Exhibit knowledge of and practice within the ethical guidelines of the National Association of School Psychologists and American Psychological Association, as well as within applicable federal and state law.
  - b. Practice in a manner consistent with the values and principles of school and health service psychology

## **PROGRAM ADMISSION**

Admission requirements for the Office of Graduate Studies are available in the graduate catalog. Program admission requirements are as follows:

A student admitted to the Psy.D. program in school psychology must demonstrate evidence of sound critical thinking and professional oral and written communication skills. The following are minimum requirements for admission:

1. Complete application to the Office of Graduate Studies.
2. Undergraduate grade point average (GPA) of 3.0 or above, or an earned graduate degree with a GPA of 3.5 or above.
3. Official transcript from each school at which any undergraduate or graduate work has been done.
4. Professional resume or curriculum vitae.
5. A 2-3 page statement describing why the applicant believes they are a strong candidate for admission and how they believe the program aligns with their professional interests and goals.
6. Names and contact information for two references who know the applicant in an academic and/or professional capacity.
7. Upon invitation from the program, completion of an individual admissions interview.

Individuals with an undergraduate GPA between 2.7 and 3.0 or a graduate GPA between 3.2 and 3.5 may be provisionally admitted based on the strength of other submitted application materials. Students who are provisionally admitted will be assigned a faculty mentor who will check in with the student's course instructors and meet individually with the student at least twice during the first semester of study. The faculty mentor may recommend additional support strategies or resources as appropriate and will update the program faculty about any academic performance concerns.

## ACADEMIC PROGRESSION

### Curriculum Overview

The Psy.D. program is designed for completion in five years on a full-time basis (see Appendix B). A minimum of 101 semester hours of approved course work and achievement of all required competencies is required to graduate. The minimum course work is divided among the following areas:

- **Research and Statistical Methods (21 credits):** Provides a foundation in research methodology, quantitative and qualitative analysis, and independent research design and implementation. Includes a 12-credit sequence that supports completion of the final research project.
- **Psychological Foundations (15 credits):** Addresses discipline-specific knowledge expected of all doctoral students in recognized practice areas of psychology. Includes coursework in developmental, affective, social, biological, and cognitive bases of behavior.
- **School Psychology Specialization (47 credits):** Addresses profession-wide competencies expected of all doctoral students in recognized practice areas of psychology, including assessment, intervention, communication and interpersonal skills, consultation, individual and cultural diversity, and professional ethics.

- **Applied Clinical Experiences (18 credits):** Applied experiences include graded and sequential practica, externship, and internship experiences that accompany coursework and provide the opportunity for the supervised application of professional knowledge and skills in practice settings.

### **Residency**

Coursework in the program utilizes a variety of instructional delivery options, including distance, hybrid, and face-to-face instruction. In-person attendance is required on-campus every fall and spring term prior to the pre-doctoral internship year, thus maintaining a consistent residency requirement. The residency requirement serves to support student development, professional mentoring, and socialization, and to facilitate faculty assessment of student competencies.

### **Course Sequence**

Students will generally complete coursework in the following sequence. Because most courses are offered only once per year, and because courses are designed to occur in a progressive sequence of complexity, it is important to work closely with the academic advisor to ensure appropriate course sequencing, and to promptly communicate with the academic advisor regarding any need to deviate from the planned sequence of study.

### **Five-Year Course Sequence** (\* indicates requirement for M.Ed. in School Psychology)

<b>Year 1</b>	
Fall 10 credits	EPSY 520 Principles of Data-based Decision Making* SPSY 500 Introduction to School Psychology* SPSY 667 Academic Assessment* SPSY 670 Principles of Academic Intervention* SPSY 671 Practicum in Academic Intervention*
Spring 11 credits	COUN 533 Techniques of Counseling* SPSY 682 Social, Emotional, & Behavioral Theory & Assessment* SPSY 678 Practicum in Social/Emotional Interventions* SPSY 666 Cognitive Theory and Assessment* SPSY 683 Principles of Social, Emotional, & Behavioral Intervention*
Summer 8 credits	COUN 666 Multicultural Counseling SPSY 684 Data Integration and Interpretation* SPSY 685 Ethics and Law in School Psychology*
<b>Year 2</b>	
Fall 11 credits	EPSY 621 Development through the Lifespan EPSY 626 Child and Adolescent Psychopathology SPSY 680 Principles of Individual Consultation and Collaboration*
Fall & Spring	SPSY 686 Practicum in School Psychology*
Spring 11 credits	SPSY 681 Principles of Systems Change and Consultation SPSY 708 Seminar in Equity, Social Justice, and Advocacy SPSY 785 Advanced Seminar in School Psychology
Summer 9 credits	EPSY 627 Learning Theories and Social Emotional Bases of Behavior EPSY 628 Biological Bases of Behavior PSY 607 Proseminar: Social Bases of Individual Behavior

<b>Year 3</b>	
Fall <i>12 credits</i>	EPSY 612 Statistical Methods EPSY 710 Introduction to Qualitative Methods and Inquiry SPSY 687 Personality Appraisal and Advanced Assessment
Fall & Spring	SPSY 793 Supervised Field Work
Spring <i>10 credits</i>	EDUC 800 Research Proposal Writing EPSY 712 Statistical Inference SPSY 898 Doctoral Seminar
<b>Year 4</b>	
Fall & Spring <i>4.5-6.5 credits</i>	SPSY 688 Supervision of Practicum in School Psychology SPSY 890 Advanced Research Project SPSY 898 Doctoral Seminar <i>Optional</i> SPSY 793 Supervised Field Work
<b>Year 5</b>	
Fall <i>6 credits</i>	SPSY 891 Pre-doctoral Internship SPSY 890 Advanced Research Project
Spring <i>3 credits</i>	SPSY 891 Pre-doctoral Internship

### ***Important Time Limitations***

Generally, the Psy.D. degree must be completed within a total of nine years after admission to the program. The degree may not be granted during the semester in which the student is admitted to candidacy. Students must maintain continuous enrollment at the university until the time of degree completion. Students admitted to the Office of Graduate Studies who have not enrolled and received graduate credit for work at Indiana State University for a period of two consecutive years will have canceled their admission. They must apply for re-admission to the Office of Graduate Studies and to the Department of ACES and must follow the regulations in effect at the time of re-admission. Students may refer to the graduate catalog regarding time limitations and continuous enrollment requirements.

### **Initial Advisement**

Upon admission, students will meet with their assigned program advisor to complete initial advisement. This typically occurs within the first two weeks of classes, with subsequent meetings arranged on an as-needed basis. Initial advisement should include the following:

1. Explanation of the program policies and procedures
2. Requirements for successful progression through the program;
3. Development of a tentative schedule of study for the program (see Appendix C).

### ***Transfer Credits***

Students may be able to transfer previous graduate coursework or substitute alternative course work to fill a particular course requirement. The determination of the acceptability of transfer credit is made by the student's advisor in collaboration with other ISU faculty members as needed. For proper consideration of transfer courses, the applicant may be required to provide a catalog description and syllabus for the course(s) they wish to transfer. Students entering the program with an earned Ed.S. in school psychology from a NASP-approved program will

receive transfer credit for all courses required for the M.Ed. degree. All other transfer credit is considered on a course-by-course basis. Applicants should be aware that the Office of Graduate Studies guidelines for transfer credit include limitations on the content, age, and number of course credits that can be applied to a graduate degree at ISU. Students are encouraged to view the guidelines for transfer credit in the graduate catalog.

### **Course Grade and Re-take Requirements**

The minimum acceptable grade for any required course is “B-.” This includes courses taken in pursuit of the intended degree, including course substitutions and arranged independent studies. Course grades are reviewed at the end of each term (Fall, Spring, Summer). If a student receives a grade lower than a “B-” in required coursework, the program faculty will work with the course instructor to develop an individualized performance improvement plan. This may include but is not limited to retaking the course or completing independent study activities in identified areas of deficit. All plans will include an evaluated educational experience to document student mastery of the course objectives. Any subsequent coursework or field experiences that are contingent upon successful completion of the course will be delayed until the plan has been completed and the student has earned the equivalent of a “B-” or higher.

- No more than two courses may be subject to the performance improvement process described above. If a student earns a grade lower than “B-” in three required courses, the student will be recommended for program removal.
- A performance improvement plan will not be developed more than once for the same course. If a student does not satisfactorily complete the performance improvement plan at the level of a “B-” or higher (as specified in the plan), the student will be recommended for program removal.

### **Overall GPA Requirement**

School psychology graduate students are expected to perform at the highest level in all academic and professional endeavors, including academic coursework, practica, and internship. A minimum GPA of 3.5 is required to maintain good academic standing. GPA is reviewed at the end of every term (Fall, Spring, Summer). If a student’s cumulative GPA is found to fall below 3.5 at the time of the review, the program coordinator will request that the Office of Graduate Studies place the student on academic warning.

- When the cumulative GPA rises to 3.5 or higher, the program will request the student be returned to good standing.
- While the student is on academic probation, the GPA for each term may not fall below 3.5 for more than one additional term. Failure to maintain a GPA of 3.5 for any two terms while on probation will result in a recommendation to the Office of Graduate Studies for academic separation.

### **Incomplete Grades Policy**

Ordinarily, coursework should be completed and submitted within the time allotted for the course, and a grade of IN will only be considered if a student documents extenuating circumstances that warrant an extension. The decision to assign a grade of “Incomplete” (IN) lies with the instructor of record for the course. A more detailed incomplete grading policy is available in the graduate catalog.

## **RESEARCH PROGRESSION**

### **Research Mentorship**

Upon entering the doctoral program, each student will be assigned a faculty research mentor based on student interests and faculty availability and research opportunities. The student and mentor will collaborate on research activities until the student has met the Research Proficiency Tool requirements (below). The student will be responsible for informing the mentor of their research interests and goals and devoting at least 20 hours per semester to research activities outlined by the mentor. The mentor will be responsible for structuring the mentoring experience, facilitating the student's development toward completion of the Research Proficiency Tool requirements, and guiding the student's selection of a research project committee chairperson. Students are encouraged to volunteer for additional research activities that align with their professional interests and goals. Students wishing to switch mentors prior to completion of the Research Proficiency Tool requirements should submit a written request and rationale to the current and desired mentors; any such requests will be considered by the school psychology faculty with input from both the current and desired mentor.

### **Doctoral Committee Chairperson Selection**

Students must select a doctoral committee chairperson before they complete the research proficiency requirements. Generally, this is done early in the semester prior to taking preliminary exams. The committee chairperson must be a faculty member within the ACES department and will serve as the chairperson for the student's preliminary examination and final research project committees. The chairperson and the student will work together to identify additional committee members for the preliminary examination and the final research project.

### **Final Research Project**

Each student must complete an independent research project. The project proposal is typically developed during EDUC 800, which is completed in the spring of the third year of study. It is acceptable to do foundational work prior to EDUC 800, including developing research questions, investigating potential population or sites for study, and gathering literature around the topic. After completing EDUC 800, students complete a 3-semester sequence of SPSY 890 to support their progress and completion of the project. The formal project proposal and Institutional Review Board (IRB) approval should be completed soon after completion of EDUC 800. Upon approval of the proposal by ISU, students may begin collection of data and analysis. Ideally, data collection for the project should be completed before the pre-doctoral internship. At a minimum, the proposal and IRB approval should be completed prior to internship.

## **FIELDWORK PROGRESSION**

Field experiences are critical learning opportunities that provide the foundation for graduate students to become professionally oriented and competent within their chosen field of study. Full-time students enroll in practica during each semester of the first two years of the program, externship during each semester of the third year, and internship during each semester of the fifth year. Students who wish to complete an additional part-time externship prior to their pre-doctoral internship will be encouraged to do so during their fourth year in the program. Practicum, externship, and internship experiences are sequential and graded in complexity,

beginning with closely supervised practice in basic skill areas and gradually progressing to greater independence and a broader diversity and complexity of skill application. All field-based activities must be supervised as specified in the associated manuals and agreements and are completed under the direction of university-designated supervisors and course instructors. The expectations, roles, and responsibilities of all parties are detailed in the practicum and internship manuals and agreements, and additional details regarding required activities are provided in course syllabi. *Successful completion of each required field experience is required for progression to the subsequent experience.*

## **Fieldwork Pre-requisites**

### **Background Checks**

All students are required to complete and pass a [fingerprint background check](#), as required by the BCOE. Students will not be permitted to participate in any field experiences until the program has verified their criminal history clearance. *Failure to successfully pass this background check during the first semester of program enrollment will prevent the student from completing required field-based experiences and may result in program removal.*

### **Malpractice Insurance**

Students are required to carry their own malpractice insurance policy, which should be renewed each year until their program is complete. Interns are also expected to provide proof of insurance, even if they are covered under their district's liability policy. The coverage should be a standard \$1,000,000/3,000,000 policy and can be purchased through NASP (<http://www.nasponline.org/membership/insurance.aspx>) or the APA Insurance Trust (<http://www.apa.org/membership/insurance.aspx>). Membership in either organization is required to receive the student rate on the malpractice coverage, which costs about \$35 per year. Coverage is also available through [Trust Risk Management Services](#) or [Healthcare Providers Service Organization](#).

*Students will not be permitted to participate in any field-based, practicum, or internship experiences until verification of coverage has been received by the program and their policy is in effect (typically the first of the month following the policy purchase). Failure to carry this insurance will prevent the student from completing required field-based experiences and may result in program removal.*

### **Site-specific Requirements**

Some field placement sites enforce additional requirements as conditions of the placement. These may include, but are not limited to, additional background checks, TB testing, drug or alcohol screening, and additional pre-placement training. Students are expected to cooperate with the requirements of the site in a timely manner. If concerns arise related to the cost or reasonability of any such additional requirements, students should contact the appropriate placement coordinator as soon as possible to discuss their concerns. *Sites may dismiss or refuse to accept a student who does not meet or refuses to comply with site-specific requirements.*

## **Placement Determinations**

### **Practicum and Externship Placements**

To qualify for field placement, students must meet the prerequisite criteria established by the program, including successful completion of coursework, successful completion of prior field

experiences, and acceptable skill development and professional dispositions as indicated on the annual student review. Failure to meet any of these prerequisite criteria may result in a field placement being delayed and/or a performance improvement plan being implemented in conjunction with the field placement.

Because of the geographic location of the program, not all practicum placements are accessible via public transportation. Students are responsible for securing reliable transportation to and from practicum placement sites. If students are unable to travel to their assigned sites, the completion of practicum experiences will likely be delayed until the student can arrange appropriate transportation.

Practicum and externship placements for required field experiences are made at the sole discretion of the practicum or externship coordinator, who is typically the instructor of record for the course connected to the field experience. Students are welcome to indicate preferences for particular placements, supervisors, and experiences, and such requests should be made to the practicum coordinator during the semester prior to the beginning of the placement. No placement can be guaranteed, and coordinators are under no obligation to pursue placements based upon student request. Placements for optional field work experiences are typically located by the student and may vary with respect to setting, compensation, number of hours completed, or specific experiences.

### ***Internship Placements***

Students wishing to obtain licensure as psychologists will be encouraged to pursue an APA-accredited internship placement through the Association of Psychology Postdoctoral and Internship Centers (APPIC). Students applying for APPIC-approved internships will meet regularly with a faculty member to complete the internship application process and prepare for interviews. All other internships must be approved by the Director of Training and must meet the guidelines of the Council of Directors of School Psychology Programs (CDSPP; see Appendix D). ISU serves as the primary internship coordination site for non-APPIC internships; training plans are developed jointly by the student, the ISU internship training director, and the individual training site(s). Students must comply with all policies and procedures stated in the provided internship handbook.

### ***School-based Internship Requirement***

Every student must complete at least 600 hours of supervised experience in a school setting beyond the successful completion of SPSY 686. This is a requirement for state school psychology licensure and for the NCSP credential. Ensuring students can meet this requirement may impact placement decisions and advisement during the coordination of externship, optional fieldwork, and/or internship placements. Students who demonstrate that they have previously met this requirement by completing a NASP-approved Ed.S. program, obtaining active state school psychology licensure, and/or obtaining an NCSP credential may request an exception to this requirement.

### ***Disclosure of Information to Sites***

Placement sites will be offered assurance that students have successfully passed a background check upon admission to the School Psychology Program and that students have active malpractice insurance coverage. *In the event that a student is cleared for fieldwork despite prior convictions, the site may be notified in advance, with the student's permission. This is to prevent*

*the student from being released from a placement as a result of site-specific background checks.*

Sites and supervisors may be informed of students' *general* strengths and potential areas for improvement, based upon the feedback given to students during the most recent annual student review; specific ratings and comments from the review will not be shared, nor will any other protected information regarding students' educational record. *In the event that a student has a performance improvement plan in place, the site and supervisor will be informed of specific concerns and any aspects of the improvement plan that are directly relevant to the placement* (e.g., more frequent reviews of progress, additional practicum requirements).

## **Fieldwork Sequence**

### ***Focused Practicum***

SPSY 671: *Practicum in Academic Intervention* and SPSY 678: *Practicum in Social, Emotional, and Behavioral Intervention* are the initial practicum experiences for students seeking the Psy.D. degree in School Psychology. These experiences are generally University-based and supervised by licensed program faculty and advanced school psychology doctoral students. Each course is designed to increase students' knowledge and skills related to:

- Delivering direct interventions to school-aged children in group and/or individual settings
- Selecting and implementing structured, evidence-based interventions to meet client needs
- Using appropriate data collection techniques to assess client needs and monitor intervention progress
- Participating and responding effectively to individual and group supervision
- Collaborating with parents and community agencies

Students register for 1 credit-hour each for SPSY 671 and SPSY 678 (2 total credit hours). Across the year, students are expected to invest a minimum of 100 clock hours in the practicum experience (i.e., 50 hours per semester), including time spent in direct service, support activities (e.g., preparing for intervention, scoring activities, preparing reports), and group supervision.

### ***School-Based Practicum***

SPSY 686: *Practicum in School Psychology* is a 2-semester experience designed to allow students to apply their skills and increase their confidence in several areas of practice as a school psychologist. The focus of this experience is providing students with a breadth of exposure to the roles and functions of a school psychologist, thus increasing students' ability to work effectively within systems and apply their knowledge of legal, ethical, and professional standards. A large portion of this fieldwork experience generally fosters student competency in assessment and data-based decision-making, with additional opportunities for intervention and consultation at the individual, group, and systems levels.

In SPSY 686, students register for 2 credit-hours per semester (4 total credit hours); any exceptions for part-time completion must be approved in advance by the academic advisor and practicum coordinator. Across the year, students are expected to invest a minimum of 450 clock hours in the practicum experience, including all school-based activities, didactic training, other support activities (e.g., preparing for interventions, completing practicum assignments), and individual and group supervision.

### **Externship**

SPSY 793: *Supervised Field Work* is a 2-semester advanced field experience designed to expand students' evidence-based practice experiences consistent with profession-wide competencies and Indiana guidelines for licensure as a psychologist and/or school psychologist. The experience is tailored to student's personal needs and professional goals to the extent possible, with consideration for geographic location, prior professional experience, and future externship, internship, and career goals. In most cases, the SPSY 793 experience will be non-school-based to provide students with supervised experience in community and/or clinical settings. For students on accelerated program completion timelines or those with significant prior clinical experiences, a school-based experience may be arranged, to ensure students complete 600 advanced practice hours in a school setting and meet state school psychology licensure and NASP certification guidelines. Regardless of placement, individualized training plans are developed to ensure that the SPSY 793 experience adequately expands upon the skills acquired during previous practica experiences.

In SPSY 793, students register for 3 credit-hours per semester (6 total credit hours); any exceptions for part-time completion must be approved in advance by the academic advisor and practicum coordinator. Across the year, students are expected to invest a minimum of 600 clock hours in the externship experience, including all field-based activities, didactic training, other support activities (e.g., preparing for interventions, documentation), and individual and group supervision.

### **Optional Clinical Work**

Students who wish to complete additional clinical work that is not required by the program are encouraged to seek an externship experience during the fourth year of study. Externship placements are typically located by the student and may vary with respect to setting, compensation, number of hours completed, or specific experiences. They are subject to the same supervision requirements as required practica and/or externship experiences and must be approved by the placement coordinator. Most students who complete a non-school-based externship during SPSY 793 choose to complete a 600-hour school-based externship that meets Indiana licensure and NASP certification guidelines. The following requirements and limitations also apply:

- Students completing approved experiences will be required to register for one credit of SPSY 793 for each semester in which they complete outside clinical activities, and will participate in regularly scheduled supervision as required by enrollment
- Non-required clinical hours should not exceed an average of 24 hours per week (i.e., 3 days per week); hours exceeding this threshold will not be sanctioned by the program as approved hours, except in unusual situations (e.g., the student has already completed the final research project, the student is meeting all other requirements and is attempting to accelerate program completion)

### **Internship**

Pre-doctoral internship serves as the culminating clinical experience in the Psy.D. program. Students must complete a 2,000-hour pre-doctoral internship, which must be completed in no less than 10 months and no more than 24 months. The internship will occur after they have been admitted to candidacy and have completed all coursework except for the final research project courses. An individualized internship training plan is used to ensure students continue to

grow and expand their skills and receive regular performance feedback across multiple profession-wide competencies.

In SPSY 891, *Doctoral Internship*, students register for 6 total credit hours, which will usually be distributed across two semesters and one or more summer terms, depending upon the start and end dates of the internship. Across the year, students are expected to complete 2,000 clock hours, which must include at least 500 direct contact hours. Students are required to receive 4 hours of supervision per week; at least 2 hours of supervision per week must be provided by a psychologist who is licensed for independent practice. Interns are expected to follow the work schedule set by their site, not the schedule of Indiana State University. In almost all cases, doctoral internships extend beyond the end of the ISU Spring semester and end during the summer months. The end of internship should be negotiated with the site prior to beginning internship. *Timing of the internship conclusion has important implications for the timing of degree completion and malpractice coverage; any questions should be discussed with the internship coordinator and/or the site supervisor prior to beginning internship.*

## **Addressing Concerns in Fieldwork Placements**

### ***Site-based Remediation***

In the event that a student is not performing adequately as a practicum student or intern, the practicum or internship coordinator will work with the field supervisor to determine the appropriate course of action, which may include but is not limited to informal resolution, formal remediation, or discontinuation of the field experience. When formal remediation is deemed appropriate, the school psychology faculty and the student will develop a performance improvement plan, which may include input from the field supervisor (see p. 25). Students who agree to the performance improvement plan will continue in their practicum or internship experience, either in the original site or a newly coordinated placement and, if they respond adequately, will continue to progress in the program. Students who reject or do not respond adequately to a performance improvement plan may be removed from the practicum or internship experience.

### ***Due Process***

If a student experiences difficulties with a practicum or internship supervisor or concerns regarding a field placement, the student should use the following steps to address the issue:

1. Discuss the issue with the supervisor and attempt to resolve the problem onsite
2. Discuss the issue with the appropriate practicum or internship coordinator
3. Discuss the issue with the school psychology program coordinator
4. Discuss the issue with the Department Chair
5. Discuss the issue with the Director of BCOE Graduate Student Services or Dean of BCOE
6. Discuss the issue with the Director of Graduate Studies

Students should come to these meetings with clear examples of concerns, including dates of reference. Concerns should be those that hinder the student's progress at the practicum or internship site, thus impeding their development as a school psychologist. Concerns should be addressed in a timely and professional manner, consistent with NASP and APA ethical guidelines.

### **Site Withdrawal or Removal**

Regardless of the cause, early termination of a field experience will likely impact a student's timely progression through the program. Students are expected to commit to each placement site for the duration of the experience. *Ordinarily, students are not permitted to independently withdraw from a site and continue in the program.* Students should address any concerns they have regarding the placement with the university supervisor and/or the field supervisor and should actively participate in efforts to reach a resolution. If a resolution is not possible, the supervisors and student may mutually agree to end the placement.

If a student is removed or dismissed from a practicum or internship experience for any reason, the school psychology faculty will review the reasons for discontinuation and determine the appropriateness of coordinating and approving a new experience. *If, due to the extensiveness or severity of concerns leading to early termination, program faculty determine that continued field experiences would present an undue burden on supervisors or risk of harm to service recipients, the student may be recommended for program removal (see p. 26).*

### **Evaluations and Grading**

#### **Evaluations**

During practica, externship, and internship, students are evaluated by their on-site supervisors at regular intervals throughout the experience. Evaluations are completed by field supervisors using program-provided forms, unless an alternative evaluation method is arranged by mutual agreement between the site supervisor and the appropriate placement coordinator. Direct observation of student performance by the licensed supervisor is required at least once per evaluation period. Minimum levels of acceptable performance will be articulated in advance in the course syllabus and/or handbook for each practicum, externship, and internship experience. *Successful completion of field experiences is contingent upon satisfactory ratings of student performance by the field supervisor. An evaluation that does not meet the minimum level of acceptable performance will impact the student's progression to subsequent experiences and will likely impact the overall course grade.*

#### **Grades**

At the end of fall semester for each year-long field experience, students will receive a grade of "in progress." Once all requirements have been completed for each field experience, students will receive letter grades (A-F) for SPSY 686 and SPSY 793. A grade of "Satisfactory" or "Unsatisfactory" will be assigned for SPSY 671, SPSY 678, and SPSY 891. *Course grades for field experiences are subject to the program's course grade policy; satisfactory completion and progression to subsequent field experiences requires a course grade of "B-" or better, or a grade of "Satisfactory."*

## **CULMINATING EXPERIENCE REQUIREMENTS**

### **Practicum Portfolio**

The program requires successful completion of a practicum portfolio, which is comprised of a series of field-based projects completed during the practicum experience. Successful completion of the portfolio is required for all students prior to externship and satisfies the culminating experience requirement for the completion of the Master of Education (M.Ed.)

degree in school psychology. Detailed guidelines and rubrics for each project will be made available in the SPSY 686 handbook at the beginning of the practicum experience.

### ***Evaluation and Minimum Levels of Acceptable Performance***

Each element of the portfolio will be evaluated by the instructor of the course associated with the portfolio element, according to the provided rubrics. The instructor's evaluation of the originally submitted assignment will stand for the purpose of the course grade. However, *students must earn a rating of "meets expectations" or higher on 70% or more of rubric criteria to earn a decision of "pass" for the portfolio element.* If the instructor's evaluation results in fewer than 70% of rubric criteria with ratings of "meets expectations" or higher, the element will be independently scored by a second faculty member, and any disagreements will be resolved through discussion. If the resulting evaluation does not meet the 70% threshold, the faculty will determine an appropriate remediation plan. In some cases, the student may be permitted to rewrite and resubmit portions of the element based on initial feedback. In other cases, the deficits may be sufficiently significant that the student is required to re-do the entire project with increased faculty supervision. Students will not be permitted to begin accruing externship hours until the practicum portfolio has been successfully completed.

### **Preliminary Examination and Admission to Candidacy**

#### ***Admission to Candidacy***

Admission to candidacy is usually achieved mid-way through the third year of full-time study and is required prior to the final research project proposal and the pre-doctoral internship. Admission to candidacy is achieved by successfully completing written and oral preliminary examinations and receiving the recommendation of the doctoral examination committee for admission to candidacy. Students are eligible for admission to candidacy when they have met the following requirements:

- Completed a minimum of 20 semester hours of graduate work at ISU
- Earned a grade point average of at least 3.5 on all graduate work included in the student's approved Program of Study, with grades of "B-" or better in all required courses
- Completed requirements demonstrating research tool proficiency

Exceptions to these requirements must be requested in writing by the student and will be reviewed by the school psychology program faculty and the dissertation committee on a case-by-case basis.

#### ***Research Proficiency***

Doctoral students must demonstrate proficiency in the use of research tools before they may be considered for admission to candidacy. This requirement is generally met during the fall semester of the third year of study, or during the semester prior to the preliminary examination, by satisfying the following requirements:

- Completion of EPSY 710 (Introduction to Qualitative Methods and Inquiry) and EPSY 612 (Statistical Methods) with a grade of "B-" or better
- Submission, as author or co-author, of at least one conference presentation proposal or article manuscript for peer review

Coursework proficiency can also be satisfied by the student transferring in credit for research/statistics courses(s) taken at the graduate level at another institution provided that the course content is equivalent to the ISU courses and the grade is no lower than a "B."

Submission of scholarly work for peer review can also be satisfied by documented accepted

and/or completed scholarly activities (e.g., presentations, publications) achieved during the student's enrollment in another graduate program.

### ***Preliminary Examination Committee***

Students must select a doctoral committee chairperson at least one semester before the preliminary exam. The committee chairperson must be a faculty member within the ACES department and must have doctoral training in psychology or a closely related field (e.g., counseling). The chairperson and the student will work together to identify two additional committee members for the preliminary examination. All members of the preliminary examination committee must have doctoral training in psychology or a closely related field. At least two committee members must be faculty members in the Department of ACES and at least two must be professionally trained school psychologists.

### ***Preliminary Exam Purpose***

The school psychology program conceptualizes the preliminary examination process as a means of evaluating and documenting student competence in understanding and applying foundational and discipline-specific content knowledge; critically evaluating and integrating knowledge and experience from a variety of contexts; presenting beliefs, thoughts, and content in written and verbal formats; and organizing and conveying information in a logical, meaningful manner. Therefore, the evaluation processes is designed to directly assess knowledge and skills taught through the program curriculum and expressed in program goals.

### ***Preliminary Examination Structure and Scheduling***

Preliminary examinations consist of a written examination, followed by an oral examination. Each semester, the school psychology program faculty will announce three oral examination windows, usually occurring around the 5<sup>th</sup>, 10<sup>th</sup>, and 14<sup>th</sup> weeks of the semester. Students are responsible for communicating their preferred examination window and determining a specific date and time with their committee prior to the beginning of the semester in which they plan to take the exam.

### ***Written Examination***

The written examination will consist of the following components:

1. Successful passing of the Praxis School Psychologist Exam #5403, using the current passing score established by NASP (see [NASP Guidance](#) for additional information). We recommend students take the Praxis at the end of their second year of study. Detailed Praxis results showing an overall passing score and scores for each domain of the exam must be included;
2. Documentation of at least one submitted presentation proposal or manuscript to a peer-reviewed outlet (e.g., local/state, regional, or national conference; professional journal), as evidence of satisfying the "research proficiency" requirements;
3. A de-identified, comprehensive evaluation or intervention case report. This may be a re-submission of a case you completed during practicum or it could be a comprehensive report you completed for a different case. The case information in the report will not be independently evaluated by the committee, but, rather, evaluated in the context of component #4 of the portfolio as evidence of graduate-level case conceptualization. The report selected must contain sufficient background and contextual information to support the integrated analysis in component #4. For example, the report should ordinarily include a detailed social and developmental history and direct behavioral observations

across relevant settings, in addition to appropriate evaluation and/or intervention data.  
***The case submitted to satisfy this element should be reviewed and approved in advance by the committee chair, in consultation with the committee as needed.***

4. An integrated knowledge essay emphasizing important discipline-specific concepts and contemporary research as they apply to conceptualizing a clinical case (see Appendix E);
5. Three statements of no more than 2 double-spaced pages (approximately 500 words) each, answering the following prompts:
  - a. Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.
  - b. Describe how multicultural and diversity variables inform your case conceptualization and clinical practice. Use de-identified case material to illustrate your approach.
  - c. Describe your research experience and interests.

Each prompt should include APA-style references as appropriate; references do not count against the page limit.

The written examination must be submitted to the exam committee at least four weeks before the scheduled oral examination. All submitted components are expected to be professionally written, with attention to correct grammar, mechanics, and use of professional terminology. In-text citations and reference lists using the most current version of APA formatting should be included when appropriate. Typically, the use of Artificial Intelligence (AI) tools should be avoided in the creation of the written examination responses. If, however, AI tools are utilized, students must include an appropriate citation for any tools that were used. In addition, students are ultimately responsible for the accuracy and appropriateness of the information presented and will be expected to discuss the content of the written response during the oral examination.

### ***Initial Evaluation and Feedback***

At least two weeks before the scheduled oral examination, each committee member will submit the following information to the committee chair:

- A completed rubric (Appendix E)
- Two written follow-up questions for the student to address during the oral examination
- For any rubric items rated lower than 3, a summary of what would be necessary to improve the rating to a 3 or higher

Upon receipt of feedback from all members, the committee may convene as needed to finalize the feedback to be provided to the student.

At least one week before the scheduled oral examination, the committee chairperson will provide the student with feedback on behalf of the committee. This will determine one of two progressions.

- **Oral Examination:** The committee's initial evaluation reflected that the written materials were sufficient and no significant revisions or additions are needed. Student preparation for orals will be supported by an individualized list of follow-up questions.
- **Additional Information:** *This progression is limited to substantial concerns regarding needed revisions or additional information. Only one round of revisions/additional information will be permitted prior to the oral examination.* The student will be provided

with specific instructions regarding what documentation requires revision or addition. For example, revisions could include APA style corrections, grammatical review, or amendment of terminology or concepts. Additional information may be needed to demonstrate graduate-level knowledge or integrative knowledge. This determination will require the student to identify a new oral examination window and date, with revised materials due to the committee at least four weeks prior to the rescheduled date.

### ***Oral Examination***

Students must appear in person for the 2-hour oral examination, which will be facilitated by the committee chairperson with participation from all committee members. Students may bring any printed material they wish, including handwritten notes and copies of their originally submitted documents; they will not be permitted to access electronic devices during the examination.

### ***Final Evaluation and Decision***

Upon completion of the oral examination, the committee will jointly complete the preliminary examination rubric (see Appendix E), which will result in one of the following decisions that will be communicated to the student within 2 business days of the oral examination:

- **Pass** – To earn a decision of “pass,” the student must obtain at least a score of 3 on each element of the rubric. This decision means that the oral and written examinations collectively reflect graduate-level professional communication skills, as well as graduate-level knowledge and integration across areas of discipline-specific knowledge and the school psychology specialization. Deficiencies in knowledge, if any, are typical for graduate students at this level of training and are likely to be adequately addressed via the student’s remaining clinical and research training experiences.
- **Pass with Conditions** – A decision of “pass with conditions” will result from a score of “2” on one or more elements of the rubric. Overall, the student demonstrates graduate-level professional communication skills as well as graduate-level knowledge and integration across areas; however, one or more significant gaps in knowledge were identified that are atypical for graduate students at this level of training. The committee deems it appropriate to remediate the identified deficits in knowledge with supplemental requirements. Such requirements will be determined by the committee, in consultation with the program director as needed. Conditions may include, but are not limited to, completion of an additional presentation, paper, or supplemental experience (e.g., readings, individual meetings with faculty). Absent extraordinary circumstances, conditions must be successfully met within 3 weeks of the oral examination date, at which point the committee will re-evaluate the rubric items that were previously rated as “2” and render a final decision of “pass” or “fail.”
- **Fail** – This decision will result from a score of “1” or lower on any element of the rubric. This means that the oral and written examination collectively reflect major deficiencies in graduate-level professional communication and/or graduate-level knowledge and integration across areas. There are significant gaps in knowledge or application which are beyond the scope of short-term supplemental requirements and are uncharacteristic of students at this level of doctoral training.

Final evaluation of the examination (Pass, Fail) will be indicated on the proper Admission to Candidacy form. A student who receives a final evaluation of “Fail” has eliminated themselves from the program.

## **Final Research Project**

The culminating research project of the Psy.D. demonstrates the student's ability to make an empirical contribution to knowledge in the field and/or practice. The ACES dissertation guidelines and current version of the APA Publication Manual should be consulted in development of pertinent aspects of the research project. Use of EndNote, Zotero, or other citation management program is highly encouraged. In addition, Turnitin will be utilized to verify the authenticity and originality of the research project.

The culminating research project is carried out across four structured research classes, constituting two academic years of part-time research focus and a total of 12 credits. Students will begin the project in EDUC 800. This is followed by three consecutive semesters of SPSY 890. Each semester of the course has specific milestones that must be achieved to successfully complete the course; a grade of "IP" or "IN" will be given if the student has not completed the requirements by the end of the semester. Students will not be permitted to begin a pre-doctoral internship until at least EDUC 800 and one semester of SPSY 890 have been completed. If, due to extenuating circumstances, the final project requirements have not been completed by the time the student completes the pre-doctoral internship, the student's grades in previous sections of SPSY 890 may be impacted. The student will be required to maintain continuous registration in SPSY 890 each fall and spring semester after pre-doctoral internship until the requirements are complete.

## ***Final Project Committee***

With guidance from the committee chairperson, the student will form a project committee to support their completion of a research project. Typically, this committee will consist of two members (i.e., committee chairperson and one additional faculty member) who also served on the student's preliminary examination committee. At least one member of the committee must be a school psychology faculty member and one committee member must be competent to supervise and provide mentorship in the chosen methodology or design. If data collection is associated with a site placement, a site representative should also be added as a third committee member. All members must have current graduate faculty status and the committee chairperson must have "regular" graduate faculty status. Any required committee approval forms should be completed by the student and committee members according to the Office of Graduate Studies requirements. The final project committee should be established no later than the first semester in which the student takes SPSY 890.

## ***Scope and Focus***

The culminating research project results in a four-chapter structured document which sufficiently describes the topic, purpose, supporting literature, methodology, findings, and implications of the empirical scholarly work. The length of the final project may vary considerably given the specifics of the scholarly project. Students should consult with their committee to establish specific expectations. The following provides the chapter structure:

- Chapter One: Introduction and Literature Review
- Chapter Two: Methodology
- Chapter Three: Results/Findings
- Chapter Four: Implications/Discussion

Students should confer with their committee chairperson and other committee members concerning a topic and plan for a study. The research project must be empirical, involving

collection and analysis of data. These data may be gathered by the student or be extracted from existing databases. Additionally, the chosen topic or focus of the empirical investigation must be related to profession of school psychology. The following presents a non-comprehensive listing of appropriate study types:

- Quantitative study
- Qualitative study
- Mixed-methods study
- Intervention study
- Evaluation study
- Replication study
- Needs Assessment
- Meta-analysis
- Meta-synthesis

### ***Proposal of Study***

The major responsibility for developing a proposal rests with the student and the student's chairperson. The committee members should be viewed as resources that the candidate should utilize. In some cases, the choice of topic or research methodology make it desirable for committee members other than the chairperson to assume a more active role in the development of the proposal.

The writing of the proposal is an exploratory effort and should be done in consultation with the chairperson concerning each new input. The student should concentrate on reading the literature, checking relevant research, delineating the limits of the possible problem, and thinking through alternatives for formation of research questions, hypotheses, collection of data, and organization of the study. The proposal development process generally involves the exchange of several drafts between the student and the chairperson. Submitted drafts should be in an appropriate form, use correct APA formatting, and be free of errors in grammar, punctuation, spelling, and usage.

Once the candidate and chairperson have tentatively approved the proposal, it shall be submitted to the other member(s) of the candidate's committee and a proposal meeting will be scheduled. The proposal meeting will give the student and committee members an opportunity to discuss and refine the proposed project. Often, some further revisions are required following the proposal meeting. Once the proposal has been revised to the satisfaction of the committee, a Turnitin report will be generated to affirm the authenticity of the student's scholarly work. When the committee has approved the proposal and signed the required approval forms, it is assumed that the committee members support the proposed research and commit themselves to the candidate as resource persons, and that fulfillment of the conditions specified in the proposal should lead to an acceptable research project.

### ***Proposal Review and Approval***

Prior to submitting proposals involving human subjects to the Institutional Review Board (IRB), each student must complete the [CITI training](#) for social and behavioral research with human subjects. A certification will be provided at the completion of the training. In addition, students must follow the policies and procedures for use of human subjects indicated by the [Institutional Review Board](#). Use of human subjects in research will conform to federal and professional guidelines. The Office of Sponsored Programs can also offer consultation on human subjects'

participation in research. All research studies being submitted to ISU's IRB must be submitted electronically through [IRBNet](#). IRB approval or IRB documentation that the study does not qualify as human subjects research is needed prior to proceeding with the project. The proposed project methodology and IRB approval/documentation will also be reviewed and approved by the ACES department chairperson and the Director of BCOE Graduate Student Services (see Appendix F).

### ***Project Implementation***

***No original data may be collected and analysis of existing data should not begin until all reviewers and IRB have approved the project.*** Following committee, IRB, and administrative approval, the candidate carries out the procedures outlined in the proposal relative to participant recruitment, data collection, and analysis. The actual methodology, results, and discussion of study implications form the basis for the completed written research project.

### ***Oral Defense of Completed Project***

The writing of the research project follows a predetermined organization and form as specified by the candidate's committee chairperson. Again, completion of the final written project typically requires multiple drafts. It is the candidate's responsibility to proofread, edit, and carefully scrutinize the project document for errors prior to every level of review. These would include errors in format, logic, content, syntax, punctuation, spelling, reference citation, computations, reporting of numbers, pagination, consistency in wording of headings used in the Table of Contents and those used in the text (including those for graphs, tables, charts, and figures), and correspondence between references in the text and the list of references. Candidates are strongly urged to obtain a truly exemplary model and to utilize it as a guide in the preparation of their research document.

Once the candidate and chairperson have tentatively approved the final project, it shall be submitted to the other member(s) of the candidate's committee and a defense meeting will be scheduled, allowing the committee member(s) at least two weeks for review. The candidate should be prepared to submit these draft documents in hard copy or electronically to committee members. A campus announcement of the candidate's oral defense will be published in *ISU Today* at least 1 day prior to the defense, to ensure the project is shared with the university community.

In most cases, the document submitted prior to the oral defense should be considered a comprehensive draft that serves as a foundation for the final manuscript-ready work. It is strongly recommended, and required by some committee chairpersons, that the final project be reviewed by a professional editor prior to being submitted to the committee. It is the responsibility of each committee member to read the final project carefully and to make every effort to designate substantive changes they feel are required. All suggested changes should be transmitted to the candidate during or immediately following the oral defense. The candidate and the chairperson will confer to consider and apply the suggested changes. Authorship and order of authorship should also be discussed during the oral defense, consistent with APA ethical guidelines. It is expected that the candidate will be the first author on any disseminated work.

### ***Completion of Manuscript-Ready Work***

In almost all cases, the research project presented for the oral defense will be a more expansive and chapter-structured work than is found in the empirical literature. Following successful oral defense of the research project, the candidate will edit the project to prepare an appropriately sized and focused manuscript-ready work which meets professional standards for potential publication based on their project. The final product should appropriately incorporate any revisions required by the project committee. Depending on the number and type of corrections, a professional editor may be recommended or required. A final copy of this manuscript with all revisions must be submitted to the committee members. Logic, content, syntax, and APA format are concerns for the candidate and each committee member. After all committee members have approved the final manuscript, members of the committee will sign any documentation required by the Office of Graduate Studies and the student and committee chairperson will facilitate any additional levels of review or submission required by the Office of Graduate Studies.

### ***Dissemination of Completed Work***

To complete requirements for the culminating research project, the study and findings must be disseminated in a professional capacity. Submission of the manuscript-ready work for publication in a peer-reviewed professional journal or submission of the work for presentation at a professionally-oriented, peer-reviewed conference fulfills this requirement.

## **ESSENTIAL FUNCTIONS**

The school psychology program has identified the following physical, mental, and interpersonal capabilities as essential to successful program completion and job performance. Failure to adequately demonstrate these skills will likely result in unsuccessful progress through the program:

- Lift, maneuver, and transport test kits weighing up to 20 pounds to and from placement sites, including lifting in and out of a vehicle.
- Administer and score psychological and educational assessments according to strict standardization procedures.
- Independently comprehend reading material written at a 12<sup>th</sup>-grade level.
- Produce accurate and clear written psychoeducational reports.
- Independently manage and prioritize multiple tasks and deadlines.
- Complete comprehensive psychoeducational evaluations, including written reports, within 50 working days.
- Orally communicate clearly and understandably in English.
- Effectively adjust verbal and nonverbal communication to meet the needs of diverse individuals and circumstances.

## **PROFESSIONAL DISPOSITIONS**

As a clinical training program, students are expected to exhibit dispositions that characterize the discipline of school psychology. These include adherence to legal, ethical, and professional

standards; a commitment to upholding the integrity of the profession, and active participation in the school psychology community.

### **Legal, Ethical, and Professional Behavior**

Students are expected to comply with local, state and federal laws governing personal and professional conduct. Students are further expected to read and adhere to University Standards, including the Code of Student Conduct. The student handbook covers a number of topics, including information regarding academic honesty and integrity, expectations for appropriate conduct, and student rights and responsibilities. Students should also adhere to the American Psychological Association [Ethical Principles of Psychologists and Code of Conduct](#) and the National Association of School Psychologists [ethical standards](#) as the basis for governing their professional behavior. Students and faculty are expected to adhere to the highest levels of professional and ethical behavior across academic and clinical experiences. Students are encouraged to seek clarification and consultation from faculty members or trusted peers if they have questions or concerns regarding professional and ethical standards of behavior.

### **Use of Equipment and Technology**

#### ***Laptop and Headset Requirements***

Successful completion of the program relies upon frequent use of technological resources, including distance learning and virtual classrooms. Students are expected to maintain a functional laptop computer that meets ISU's [minimum laptop hardware specifications](#), access to reliable high-speed internet, and a headset with integrated microphone. These may need to be accessed on short notice to facilitate in-class discussions or group work; students should therefore have these items available even when they are on campus.

#### ***ISU Email***

Each student is given a campus email account. This "@sycamores.indstate.edu" account is to be used for professional communication according to the standards noted in the Code of Student Conduct. Please note that faculty are to communicate with students via the ISU student email account, not personal email accounts. Students are responsible for checking and responding to e-mail regularly, to ensure that any course or program changes, campus alerts, and other relevant information is communicated in a timely manner.

#### ***Use of AI Tools***

While the program recognizes the educational potential of AI tools—particularly large language models (LLMs)—student use must reflect the professional values of school psychology and comply with ethical and legal standards, particularly those related to client confidentiality and academic integrity.

- **Course-based Use:** AI use within courses is at instructor discretion and should be confirmed with each individual instructor at the outset of the course. In general, the following guidelines apply:
  - Use of AI tools during quizzes or exams is not permitted.
  - Permitted uses for other course-based assignments include outlining, grammar checking, brainstorming, or reviewing APA formatting.
  - Students may use AI tools to explore academic content related to school psychology (e.g., reviewing intervention strategies or theoretical frameworks), provided that no client information is included.

- Students may not input client-related case material into AI tools, unless part of a structured educational activity involving simulated client data.
- Students may not submit AI-generated content as their own. When AI tools are used, students must include a brief note of disclosure indicating when and how the tools were used. For example: "Portions of this paper were assisted using ChatGPT on July 7, 2025, for outlining and grammar checking. All written content reflects the student's own original work."
- **Clinical Use:** Clinical use of AI tools is subject to the guidelines of the agency (e.g., school district, clinic, private practice) and supervisor responsible for the student's clinical work. Students should discuss expectations regarding the allowable and appropriate use of AI tools with their clinical supervisor at the outset of each placement. The following guidelines apply to clinical work supervised by the program (i.e., work completed in SPSY 671, 678, 793, or the Porter School Psychology Center):
  - Under no circumstances should students enter information about real clients into AI tools. This includes both identified and de-identified clinical material. Most publicly available AI tools (e.g., ChatGPT) are not HIPAA- or FERPA-compliant, and their use to process clinical information constitutes a serious breach of ethical and legal standards.
  - Students may not use AI tools to draft or revise psychological reports, clinical notes, treatment or behavior management plans, or emails or to generate diagnostic impressions involving client material.
  - Students may also use AI to help them improve templates or to generate suggestions related to a general referral concern (e.g., identifying evidence-based reading fluency interventions), but they must not include specific case details.
- **Research Use:** The BCOE has generated guidelines pertaining to the use of AI tools for dissertations (see Appendix F). These guidelines will govern the use of AI for research purposes.

Students will be held accountable for the content of all academic, clinical, and research work they submit, regardless of whether AI tools were used. Any work supported by AI must be critically reviewed, edited, and appropriately attributed. AI tools must not replace the student's own academic writing, clinical reasoning, or research decision-making. Misuse of AI tools will be treated as a violation of institutional academic integrity standards and may result in program-level remediation, institutional-level academic discipline, removal from practicum or internship settings, and/or removal from the program, depending on the nature and severity of the violation.

### **Technical Assistance**

Additionally, it is important to recognize that technology designed for diverse users is often accompanied by unanticipated challenges. Therefore, students are encouraged to test any new technology *well in advance* of being expected to use it for class. Examples include accessing the Canvas page for each course and the school psychology program, testing Canvas Studio and Zoom to familiarize oneself with the functions and options, ensuring microphone and headset software are installed and working properly, ensuring internet access is working and reliable if logging in remotely, etc. The OIT HelpDesk can be reached at 812-237-2910 for any concerns or challenges associated with technology. Course instructors should be notified of problems accessing instructional resources and may be helpful in answering some limited questions about the technology; however, they should not be considered a reliable source of technical assistance.

## **Use of Social Networking and Electronic Communication**

Societal changes in the use of social media and electronic communication have implications for clinical training and professional behavior. The program offers the following recommendations to support students' ongoing development and maintenance of a professional identity both within and beyond program-sanctioned activities:

- Utilize privacy settings to limit access to your social media profiles and personal information. Students, clients, supervisors, potential internship sites, and future employers may be interested in searching or accessing online information about you.
- Consider the potential for information to be repeated, copied, or shared more widely than intended. Online photo and video sharing, including within social networking sites, should be considered public venues. Similarly, posts about classes, training experiences, supervisors, instructors, and clients reflect upon you as a professional and may affect the reputation of others. Discretion is encouraged when crafting personal social media posts.
- When sending and accepting "friend/follower" requests, consider the potential intersections of your personal and professional lives and your desire to maintain a boundary between your personal and professional roles. For example, it is not advisable to accept "friend" requests from clients, former clients, students, supervisors, or anybody with whom you have an evaluative relationship.
- Keep in mind that any email is potentially retrievable. Emails sent via the ISU email system are considered public records and the property of ISU. Email is not an appropriate venue to discuss confidential information. Email "signatures" should be professional and appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
- Be mindful of the wide audience when posting to listservs, blogs, or social media groups (e.g., posts may be reposted or forwarded). Take steps to ensure your communications on such media reflect and protect the confidentiality of your clients, preserve the reputation of your training program, and reflect the professional persona you wish to present.
- Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (e.g., clinical work, teaching). Make sure that such messages portray the professional persona that you wish to present.

The program acknowledges that it is neither possible nor practical to actively monitor students' use of social networking or online activity. In the event that there is expressed concern about a student's social media or electronic communication, a faculty member will generally meet with the student (and the individual expressing the concern, if appropriate) to directly address the concern and discuss the potential professional implications of the communication.

## **STUDENT EVALUATION POLICY AND PROCEDURES**

### **Annual Student Review**

Student progress is monitored on an ongoing basis. All pre-internship students enrolled in the school psychology program receive formal feedback at least annually regarding their academic performance and demonstration of important professional dispositions. Each summer until the student begins internship, student performance and progress for the most recent academic year

is assessed through course grades, practicum/internship supervisor evaluations, formal feedback from departmental faculty (e.g., course instructors, assistantship supervisors), and student progress toward or completion of program requirements (e.g., preliminary exams, final project). The school psychology core faculty then meet and jointly complete the annual student evaluation. The rubric is provided in Appendix G.

### **Mid-Year Formative Review**

During the first year of program enrollment, students receive mid-year formative feedback in a format similar to that of the annual review rubric. The purpose of the mid-year review is to provide constructive and supportive feedback regarding students' progress relative to program expectations, and to allow students an opportunity to respond to such feedback prior to the initial annual review. The formative feedback is not retained in the permanent file and is not used as a basis for performance improvement plans.

### **Immediate Review**

The school psychology program retains the right and responsibility to review students at any time. Immediate review may arise in response to performance concerns that have the potential to negatively affect program completion, professional competency, or client welfare if not promptly addressed. If the pervasiveness or significance of the concern is in question, a complete review may be conducted using the procedures described above. If the concern is isolated and is not in dispute (i.e., the student acknowledges the facts of the situation), the review may consist of a formal warning letter describing the concern and the possible consequences of continued or repeated concerns of a similar nature.

### **Student Response to Review**

Results of all reviews are shared with students promptly. This generally occurs in mid-January for mid-year reviews and early August for annual reviews. Students are notified at the bottom of the rubric if additional follow-up or remediation is recommended or required. A copy of all annual or immediate reviews are placed in each student's file.

Students who disagree with the summative results of an annual or immediate review may present a written response, detailing their reasons for disagreement. This document must be submitted to the assigned academic advisor within one week of the beginning of the Fall semester (annual reviews) or within one week of receiving the feedback (immediate review). The program core faculty will review the response, and a meeting with the academic advisor and/or the school psychology core faculty may be scheduled if necessary. The student's written response, as well as any amendments resulting from the appeal process, will be retained in the student's file. Students may subsequently appeal the results of the review to the ACES Department Chair as needed.

### **Program Level Remediation**

When performance deficiencies are identified as part of any formal evaluation process (i.e., end-of-semester review of academic progress, annual or immediate review, practicum or internship evaluation, course grade), the school psychology faculty may notify the student of the need for a performance improvement plan (PIP). A PIP will be used when deficiencies exist that (a) can be reasonably addressed through available remediation options (e.g., supplemental instruction or field experiences, increased faculty support or field-based supervision, more structured or

frequent performance feedback) and (b) do not pose a significant risk to consumer or other populations. Examples of such areas of deficiency may include but are not limited to:

- Minor or moderate, isolated academic achievement deficits (e.g., GPA between 3.0 and 3.5, not achieving mastery in course objectives)
- Minor or moderate, isolated skill performance deficits (e.g., insufficient test administration or scoring skills, not passing a portfolio element, one or two areas of concern on a final practicum or internship evaluation)
- Minor or moderate, isolated deficits in the professional skills or dispositions necessary to successfully complete field experiences (e.g., insufficient time management or organization, difficulties with oral or written interpersonal communication)
- Known and verified but isolated violations of the Code of Student Conduct or professional ethical standards that do not present a risk to client welfare (e.g., plagiarism, cheating)

The PIP will be developed by school psychology core faculty and will serve to clarify:

- The targeted deficits
- The process by which the student can remediate the deficits
- Behavioral indicators that will be used to define “adequate” response to the plan
- Specific dates for re-evaluation or the expected timeframe for plan completion
- Consequences of insufficient improvement
- Consequences for students who decline to participate in the performance improvement process, which may include withdrawal or removal from the program.

If, by the specified date of re-evaluation or the timeframe for plan completion, the student has demonstrated insufficient response to the PIP according to the specified behavioral indicators, school psychology core faculty will consider additional action. Additional action will also be considered if new concerns arise prior to the completion/reevaluation date. Examples of additional action may include, but are not limited to further remediation attempts, removal of the student from field experiences, voluntary student withdrawal from the program, or program removal. The core school psychology faculty will determine the final outcome on a case-by-case basis in accordance with the Office of Graduate Studies policies.

## **Program Removal**

The school psychology program believes that training in professional psychology is a developmental process that is sequential and graded in complexity. As such, the removal of a student from the school psychology program is considered a “final outcome” action when the school psychology core faculty determine that the student (a) does not display an adequate level of competency in academic ability, clinical skills, or other critical areas of professional conduct; (b) has been unsuccessful in remediation plans developed by the program; and/or (c) demonstrates an inability or unwillingness to improve areas of deficiency to adequate levels. In addition, *students may be removed without an opportunity for remediation if school psychology core faculty determine that their academic performance, clinical skills or professional conduct poses a significant risk to consumer or other populations.* Any removal action will be completed in accordance with the Office of Graduate Studies guidelines. The following are offered as examples of circumstances or performances that may be the basis for removal action:

- Sustained or repeated failure to meet the program’s minimum academic standards

- Failure to successfully pass a background check or to maintain liability coverage as required for placement in practicum or internship experiences
- Significant or pervasive skill performance deficits that cannot be remediated in a timely manner and that prevent the student from proceeding with the sequential nature of training experiences (e.g., skills that unexpectedly remain far below acceptable levels given the amount of instruction and supervision provided, failing multiple portfolio elements, concerns for more than two areas on a final practicum or internship evaluation)
- Significant or pervasive skills or dispositions necessary to successfully complete field experiences (e.g., insufficient time management or organization that impacts the integrity or reliability of professional services, difficulties with oral or written interpersonal communication that compromise professional stakeholder relationships)
- Known and verified violations of the Code of Student Conduct or professional ethical standards that present a risk to client welfare (e.g., falsifying test records or reports, falsifying documentation of field-based experiences, failing to participate in or respond to supervision)
- Known and verified legal violations that impact client welfare or organizational credibility (e.g., violations of the Health Insurance Portability and Accountability Act or Family Educational Rights and Privacy Act)
- Suspension or removal from ISU by the Office of Student Conduct and Integrity

## **GRADUATION**

Application for graduation must be made by the date specified by the Office of Graduate Studies, which is March 1 for Spring; June 1 for Summer; or October 1 for Fall graduation. Graduation requirements include:

- Satisfactory completion of 33 (M.Ed.) or 101 (Psy.D.) semester hours of required graduate coursework, with a GPA of 3.5 or above and a grade of B- or higher or S in all required coursework
- Satisfactory completion of required practica and internship experiences, including the required culminating projects
- Satisfactory completion of the final research project
- Completing the graduation application and paying the graduation fee
- Recommendation for the degree by the program coordinator and the Director of Graduate Studies

### **Master of Education (M.Ed.) Degree**

All students who complete all course requirements and satisfactorily complete the practicum portfolio will meet the requirements for an M.Ed. in school psychology as part of their program completion, usually at the end of the second year of full-time study. The 33 credits and culminating experience required for the M.Ed. completion are embedded within the school psychology curriculum and are completed simultaneously with the requirements for the Psy.D. degree. *The M.Ed. does not qualify an individual for state licensure or national certification as a school psychologist.* However, to ensure appropriate professional recognition of their school

psychology graduate training as a “Masters-plus-30” program, students should apply for graduation with the M.Ed. as soon as they are eligible to receive it. In some isolated circumstances (e.g., students entering the program already holding a Master’s degree in School Psychology or a closely related field), students may elect not to receive the Master’s degree.

### **Doctor of Psychology (Psy.D.) Degree**

Students will meet the requirements for the Psy.D. degree when they have satisfied all program requirements, including successful completion of the final project and the pre-doctoral internship. Program endorsement for national school psychology certification will not be available until all program requirements have been completed.

### ***Commencement and Hooding***

Candidates who have been accepted by the Office of Graduate Studies for the doctoral degree are strongly encouraged to participate in graduation ceremonies. Participating candidates are required to purchase or rent the appropriate cap, gown, and hood for graduation ceremonies. The current Graduate School policies allow doctoral students participating in commencement to be hooded by the ISU faculty member of their choice. Recent graduates have generally selected their doctoral committee chair, but may also choose to be hooded by the Director of Training or another faculty member. The Office of Graduate Studies will contact students directly regarding hooding; it is the student’s responsibility to confer with the identified faculty member about their availability for graduation-related ceremonies. If a student does not identify a faculty member, the student will be hooded by the Director of Graduate Studies.

Doctoral students are permitted to participate in commencement prior to the completion of internship, as long as all other program requirements have been completed. To participate, students must have (a) a written request from their advisor, and (b) written assurance from the internship Training Director that the internship is expected to be successfully completed in accordance with the internship contract. Doctoral students who attend graduation ceremonies before completing the internship will only be given diploma covers and will be sent their diplomas after all remaining degree requirements have been met. The student’s official date of graduation will reflect the date that all required work was completed. Students must continue to be enrolled in at least one semester hour of graduate credit each fall and spring until they graduate from the university.

## **STUDENT RIGHTS AND RESOURCES**

Many students encounter difficulties associated with the academic, social-emotional, and/or professional demands of graduate study. In such circumstances, program faculty or fellow students may be consulted for guidance, resources, and general support; however, individuals associated with the program should not be expected to fulfill the role of counselors or to have expertise in specialized areas beyond the scope of the program. Students are encouraged to utilize university-provided resources to ensure their continued success.

### **Academic Support**

A range of academic support services are available through various university offices. The [ISU Writing Center](#) offers consultation and support throughout the entire writing process. The

[Cunningham Memorial Library](#) also offers a number of research-related resources for students. The [Center for Student Success and Advising](#) may be able to offer consultation for other academic concerns on a case-by-case basis.

### **Accessibility Resource Office**

Students with disabilities may be eligible for support and/or accommodations through the office of [Accessibility and Advocacy Resource Office](#) (AARO). It is the student's responsibility to self-identify a disability, contact the AARO for an appointment and provide any required documentation. The school psychology program will comply with accommodations approved by AARO. Students receiving accommodations for an identified disability will be expected to adequately perform the essential functions identified by the school psychology program.

### **Other Accommodations**

Students who require accommodations for matters unrelated to disability (e.g., religious accommodations, pregnancy, short-term illness) should contact the office of the [Dean of Students](#) for assistance and consultation.

### **Informal Consultation**

For confidential, neutral, and informal consultation about any type of student concern, the [Student Ombudsperson](#) is available to meet with students and help them work toward a resolution that meets their needs.

### **Counseling Services**

Affordable professional counseling services are available for students. Students may seek services from the [ISU Student Counseling Center](#), the [Psychology Clinic](#) at Root Hall, or the [Counseling Clinic](#) in the Norma and William Grosjean Clinic at University Hall.

### **Grievance Policy and Procedure**

When individuals interact, especially in training or educational situations where evaluations must occur, and where there are clear differences in perceived or actual information and power, students and faculty members may experience interactions that could be described by either party as difficult or interpersonally challenging. In these situations, it is particularly important that faculty members and students treat each other with courtesy and respect. To maximize the quality and effectiveness of students' learning experiences, the program endeavors to maintain an environment in which interpersonal interactions reflect the highest standards of the scholarly community and of the profession (refer to the *APA Ethical Principles of Psychologists and Code of Conduct*, General Principles A-E and Standard 7, and the *NASP Principles for Professional Ethics*, Principles I.3, II.4, III.3, III.4, and IV.3). When students perceive that this is not the case, the recommended course of action, in accordance with the professional ethical guidelines is to use the following process:

1. Attempt an informal resolution by bringing the concern to the attention of the faculty member, staff member, or student involved.
2. When students are not comfortable approaching the other person directly or when initial efforts to resolve the issue informally are unsuccessful, they are encouraged to seek consultation from their advisor, the Director of Training, another program faculty member, or the Department Chair. This can be helpful to develop a strategy for expressing or resolving their concerns. Faculty may also be available to facilitate a discussion, when

appropriate. Support for informal conflict resolution is also available from the student ombudsperson.

3. When an informal resolution is not possible or students are unwilling to utilize informal means to resolve a concern, they may choose to pursue a resolution through more formal channels:

- a. For formal complaints against other students, the [Office of Student Support and Accountability](#) is available to facilitate formal mediation or receive written complaints for review and follow-up.
- b. For formal complaints against faculty or staff, an [online complaint form](#) may be submitted for review and follow up.
- c. For complaints involving harassment or discrimination, a [formal complaint](#) may be filed with the Equal Opportunity and Title IX office.

### **Non-Discrimination, Harassment, and Sexual Misconduct**

ISU is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any forms of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to the Equal Opportunity & Title IX Office: 812-237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to the Equal Opportunity & Title IX Office. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

- [ISU Student Counseling Center](#): 812-237-3939; Gillum Hall, 2nd Floor
- [Confidential Victim Advocate](#): 812-243-7272; HMSU 8th Floor

## **PHYSICAL RESOURCES**

The Department of ACES places a high value on the security and protection of professional resources, client information, and student property. University Hall is monitored by closed circuit security cameras; however, it is recommended that doors for all offices, classrooms, conference rooms, clinic rooms, and other rooms be kept locked when not in use. Students are also encouraged to make use of available offices and locker space to secure personal belongings. Finally, students are expected to abide by established policies and procedures to protect and maintain university-provided resources.

### **Sycamore ID Cards**

All students are expected to obtain an ISU photo identification card from the [Office of Traffic &](#)

[Parking](#). ID cards are needed for access to the Norma and William Grosjean Clinic at University Hall (GCUH) and to check out assessment materials from the Porter School Psychology Center (PSPC).

### **Clinic Access**

In order to access materials, office and classroom space, and lockers located in GCUH, students will need to request access to the clinic after they have obtained their Sycamore ID cards. Access needs to be requested annually within the first two weeks of the Fall semester.

### **Assessment Materials**

The program maintains an assessment library that includes standardized assessments appropriate for a full range of educational referrals and many clinical referrals. The library is overseen by program faculty and advanced graduate students who staff the PSPC. Assessment materials are available to students for course-based and clinic-based activities and may be checked out from the PSPC during posted materials room hours or by appointment.

- All materials must be checked in and out using provided check-out procedures.
- Borrowing materials without checking them out needs to be documented in writing by a faculty or PSPC staff member; borrowed materials may not be removed from University Hall.
- If students exchange materials without checking them in and out, such exchanges should also be documented in writing by the students who exchanged them.
- Students are responsible for all assessment materials in their possession; students may be held responsible for replacing lost or damaged materials.

### **Office Space**

The school psychology program offices are located in University Hall. The ACES Department office is located in Room 211. Faculty offices and the PSPC materials room are located on the 2<sup>nd</sup> and 3<sup>rd</sup> floors of University Hall. The PSPC clinic space and computers are located in the GCUH on the lower level of University Hall.

Students with teaching assistantships are assigned shared office space on the 2<sup>nd</sup> floor of University Hall. Students who do not have an assigned office may reserve clinic rooms as needed for collaborative meetings or projects. The Cunningham Memorial Library also has a number of private meeting and study rooms available by reservation only. Students in need of private office space who are unable to find it may contact a faculty or staff member for assistance at least one week prior to the time the room is needed.

### **Lockers**

Student lockers are available in the GCUH. Students may request a locker by contacting the director of the PSPC within the first two weeks of the semester. Students should be familiar with the clinic policy pertaining to the use of the lockers.

### **Computers, Printers, and Office Supplies**

Wireless internet access is available throughout the ISU campus. Printers are available for student use in various locations on campus, including on the 1<sup>st</sup> floor of University Hall. Computers without internet access are available for student use in the GCUH on the lower level of University Hall; these may be used for writing clinic notes or reports in a secure setting if

needed. There is also a printer available in GCUH for printing confidential material; the PSPC director can provide printing access upon request. Students are prohibited from downloading information and/or installing software on university computers without the express permission of a supervising faculty member.

Students are expected to supply their own laptop computers for course- and assistantship-related activities. Office supplies are not provided for general student use. If supplies are needed to complete assistantship/fellowship assignments and/or research responsibilities assigned by faculty members, students should speak to their faculty supervisor or departmental staff member regarding supplies.

### **Parking**

Parking tags are available at the [Office of Traffic & Parking](#). Parking is in designated lots.

## **FINANCIAL RESOURCES**

### **Preferred Partner Tuition Discount**

ISU has a “preferred partner” agreement with the Indiana Association of School Psychologists (IASP). Students who are members of IASP are eligible for an automatic 15% tuition discount.

### **Short-Term Assistance**

ISU's [Sycamores Care](#) program offers a range of short-term assistance for students with significant and immediate needs, including food, housing, medical, and financial insecurities. Sycamores Care and the Dean of Students office works with students and the campus community to support students' physical and social-emotional well-being.

### **Scholarships and Awards**

There are some scholarships available to graduate students. All students are encouraged to enter their information annually via [The Branch](#) to ensure full consideration for scholarships and special recognition awards.

### **Graduate Assistantships**

For students seeking longer term financial support through graduate assistantships, the [Career Center](#) guidelines provide information about hours and credit requirements for students on the ISU payroll. The graduate catalog also provides policy information regarding financial assistance.

The University appoints a number of graduate assistants through the academic departments and administrative units. Assistantships are awarded on a competitive basis. Available assistantships are posted on the ISU [Human Resources Employment](#) page. Students seeking information on the availability of and standards for appointments should contact the appropriate department or administrative unit.

### **ACES Departmental Assistantships**

Departmental assistantships are awarded on an academic year or academic semester basis. They are automatically terminated at the end of said year or semester. Students who desire a

fellowship or scholarship must re-apply. Each spring semester, students enrolled in or offered admission to ACES departmental graduate programs will be invited to apply for departmental assistantships for the following academic year. Procedures for filing applications are typically communicated to current and incoming students via e-mail. It is the responsibility of the student to be informed of the application procedure and deadline date. *Failure to meet announced deadline dates can result in the non-renewal of an assistantship.* Students may request to work with certain faculty and/or work in specific areas. Such requests should be submitted in writing with the assistantship application. Student requests are considered whenever possible; however, funding availability and departmental needs receive primary consideration.

For school psychology students, assistantship appointments are based on a number of considerations. In general, students who are enrolled full-time and who indicate they will not hold outside employment beyond 25 hours per week receive preference. Graduate and/or undergraduate GPA and student knowledge/expertise relative to the available positions also factor into assistantship decisions.

Assistantship appointments may be continued, revised, or terminated at the end of each academic year. For returning students, overall program performance and current or previous assistantship performance significantly impact opportunities for re-appointment. To be considered eligible for continued support, students must remain in good academic standing (i.e., GPA of 3.50 or higher), maintain more than half-time enrollment (i.e., minimum of five hours of graduate course work per semester), and continue to make satisfactory progress in the program (e.g., successfully complete required field experiences). If a student becomes ineligible for an academic-year assistantship after one semester, the assistantship may be modified or terminated at the discretion of the department.

Unsatisfactory performance of the assigned duties of a graduate assistantship will also be grounds for termination of the appointment at any time at the discretion of the department. Typically, students will be notified of unsatisfactory performance and given an opportunity to correct any areas of deficit. If, one month after notice of unsatisfactory performance, improvement has not been made to the satisfaction of the department, the appointment will be terminated.

### ***Summer Departmental Assistantships***

A summer assistantship is separate from an academic year assistantship; summer departmental assistantships are extremely limited and are awarded based on faculty nomination for the position(s) being filled. As a general principle, only students who have held an assistantship appointment during the preceding academic year will be considered for continuance of their stipend. At least 2 hours of summer graduate credit enrollment are required for a summer appointment. Students receiving a full summer assistantship are required to work 100 hours, usually working 50 hours in each of the Summer I and Summer II terms.

### **Graduate Student Fee Waivers**

The University awards a number of academic tuition and fee waiver scholarships to graduate students. If the ACES department is permitted to offer tuition/fee waivers, students who applied for but did not receive an assistantship will be considered on a competitive basis. There are no teaching, research, or other service requirements attached to these waivers. The waiver covers tuition and fees for a specified number of hours but does not include a stipend.

## **Travel and Research Awards**

Both the Office of Graduate Studies and the BCOE provide competitive awards for graduate student travel to conferences, particularly to support students with accepted conference presentations. More information is usually distributed via email when applications are open.

## **PROFESSIONAL ENGAGEMENT OPPORTUNITIES**

It is expected that students will become student affiliates or members of relevant professional organizations. For students in the Ed.S. program, student membership in the ISU chapter of Student Affiliates in School Psychology (SASP) and the National Association of School Psychologists (NASP) is strongly encouraged. Many students also maintain student membership in the Indiana Association of School Psychologists.

### **Professional Organizations**

Students are expected to attend and participate in a state and/or national conference at least one time during their graduate studies. Students are also strongly encouraged to attend national professional conferences or conventions and to consider submitting presentation proposals at the local, state, regional, and national levels. The Office of Graduate Studies, BCOE, and the Dept. of ACES have funds available to assist with travel costs.

### **SASP**

[SASP](#) is a national group of graduate students in school psychology whose mission is to inform graduate students about issues pertaining to school psychology. They also provide opportunities for participation in activities relevant to the field of school psychology. The ISU chapter of SASP is officially recognized as a pre-professional organization by the Student Government Association of ISU and by the APA Division of School Psychology (Division 16).

Membership dues are \$10 per year. Local members are encouraged to join the national chapter. Officers for both the local and national chapters are elected annually. SASP membership and involvement at ISU provides the following opportunities:

- Supplemental professional development on topics relevant to school psychology
- Discussion of issues relevant to the program and the field
- Support from peers via formal and informal mentoring
- Social events to promote regular and positive student-student and faculty-student interactions
- Community, university, and program service opportunities

The program relies heavily upon SASP involvement for a number of program activities, including recruitment events (e.g., job fairs, school psychology awareness week), faculty searches, and interview days. Faculty attempt to announce dates and times for such events well in advance; student efforts to attend and actively participate are both strongly encouraged and deeply appreciated.

### **NASP**

[NASP](#) was established in 1969 as an organization dedicated to the support of practitioners in school psychology. The organization's mission is to represent and support school psychology

through leadership to enhance the mental health and educational competence of all children. Benefits of membership in NASP include subscription to the *Communique* Newsletter and the quarterly journal *School Psychology Review*, discounted costs for NASP-published texts, access to NASP online resources, and reduced registration fees for NASP conventions and conferences. Students are encouraged to join NASP as student affiliates. Membership dues are \$85.00 per year.

### **IASP**

[IASP](#) is an organization of school psychologists in the state of Indiana dedicated to service for children, youth, families, and schools; to service to school psychologists practicing in the state of Indiana; and to the profession of school psychology.

Members of IASP receive a broad range of benefits, including IASP Newsletters; legislative updates; access to special collaboration events and resources; reduced registration fees for IASP conferences and workshops; NASP-approved Continuing Education Units (CEUs) for conference and workshop participation; and up-to-date information on professional development events and local employment options in Indiana.

The program holds an institutional membership in IASP. This entitles students who do not already hold a school psychologist license to *free* student membership in IASP. Student members will receive communications from IASP, including the newsletter and conference announcements.

### **Porter School Psychology Center**

The [Porter School Psychology Center](#) (PSPC), located in the Norma and William Grosjean Clinic at University Hall, is associated with the school psychology program. PSPC is staffed by advanced graduate students and overseen by school psychology faculty. The clinic receives referrals from various sources, including local universities, area school districts, medical and mental health providers. While enrolled in SPSY 686 and upon request, students have the opportunity to collaborate with advanced graduate students and program faculty to complete clinic-based comprehensive evaluations through PSPC.

### **Research Participation**

Program faculty routinely receive requests for student participation in research. Research participation may be considered a way of contributing to the profession by supporting ongoing empirical study into matters related to school psychology training and graduate student experiences. If the faculty member receiving the request believes that students in our program meet the inclusion criteria for study participation, they will distribute the research request as an announcement via the program Canvas page, and the announcement will remain active on the Canvas page for approximately two weeks. No participation reminders will be distributed. Such invitations should not be construed as faculty endorsement of the project or as a faculty request to participate; responding to such invitations is completely voluntary.

### **Conducting and Disseminating Research**

Departmental faculty or advanced students (under faculty supervision) may offer opportunities for students to participate in conducting, presenting, and/or publishing empirical research. Involvement in such activities is encouraged but not required. Students who volunteer for such

activities should be prepared to actively contribute to the project and follow through on their commitments, including any required travel.

## **CERTIFICATION, ENDORSEMENT, AND LICENSURE**

Graduates pursuing state or national licensure or certification should contact the Director of Training or the Department Office for assistance with document completion and signatures. When requesting signatures, it is highly recommended that applicants personally contact the faculty member(s) to discuss their license application. Relying upon automated notifications from electronic application systems can appear as “spam” or may complicate the verification of alumni credentials due to incomplete or inconsistent information.

### **Indiana licensure eligibility**

#### ***Indiana school psychologist certification***

Students who successfully complete all program requirements for a Psy.D. in school psychology meet the educational requirements for licensure as a school psychologist in Indiana. Students are eligible to apply for their school psychologist certification through the Indiana Department of Education following the successful completion of SPSY 891 internship hours and requirements. Once all course grades have been assigned, the academic advisor will provide the student with a letter verifying program completion and a letter verifying that the student has completed Indiana’s required training in suicide prevention. The academic advisor will also notify the Education Student Services (ESS) Office in the Bayh College of Education that the student is eligible for school psychology licensure. *Students are responsible for completing the required CPR certification on their own.* Once all documentation is available, students may initiate a license application through the Indiana Department of Education [Licensing Verification and Information System](#).

#### ***Psychology licensure and Health Service Provider in Psychology (HSPP) endorsement***

Completing the Psy.D. degree in School Psychology aligns with the educational requirements for licensure as a psychologist in Indiana. Requirements and application for licensure and the HSPP endorsement in Indiana can be located at <https://www.in.gov/pla/professions/psychologyhome/>. Requirements include both pre-doctoral and post-doctoral supervised experience. Students are eligible to begin this licensure application process after completing all requirements for the Psy.D. degree.

### **Out-of-state licensure eligibility**

Although the program does not actively monitor educational requirements for licensure in other states, faculty do actively work with students to identify and meet requirements for licensure in other states, according to students’ identified licensure goals.

#### ***School psychologist certification***

Students completing the Psy.D. program would meet educational requirements for licensure as a school psychologist in states that recognize NASP-approved programs as an acceptable educational experience.

***Psychology licensure***

Although requirements vary by states, this program would align with the educational requirements for licensure as a psychologist in most states. Additional clinical hours and examination requirements following program completion will be required for psychology licensure in all states.

**Nationally Certified School Psychologist (NCSP)**

Students are eligible to apply for their [NCSP](#), granted by the National Association of School Psychologists (NASP), once the Psy.D. degree has been posted on the official transcript. The academic advisor will not complete NCSP program verification until the degree has been posted. Internship verification forms may be completed once a grade has been assigned for internship; the school-based supervisor's signature should be obtained before sending the form to the university internship coordinator for verification.

**ACES DEPARTMENT FACULTY AND STAFF****Core Program Faculty**

Carrie Ball, Ph.D., Professor & Director of Training, School Psychology  
Christy Coleman-Brown, Ph.D., Senior Instructor  
Alyce Hopple, Ph.D., Associate Professor & Director of Training, School Psychology  
Donna Wetzel-Deiters, Ed.S., Lecturer

**Educational Psychology Faculty**

Annie Liner, Ph.D., Associate Professor  
Christine MacDonald, Ph.D., Professor  
JaDora Sailes Moore, Ed.D., Associate Professor  
Linda Sperry, Ph.D., Professor

**Counseling Faculty**

Tonya Balch, Ph.D., Professor (Director, School Counseling)  
Bridget Roberts-Pittman, Ph.D., Professor  
Amanda White, Ph.D., Instructor

**Communication Disorders Faculty**

Vicki Hammen, Ph.D., Professor, Department Chairperson (Director, Speech-Language Pathology)  
Min Han, Ph.D., Associate Professor  
Danica Garrison, Instructor  
Amanda Solesky, M.S., Senior Instructor (Director, GCUH)

**Human Development and Family Sciences and Gerontology Faculty**

Whitney Nesser, Ph.D., Professor  
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## **APPENDIX A**

### **PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES**

**Psy.D. Goals and Objectives**  
*with alignment to APA profession-wide competencies*

Program Goal 1: Prepare health service psychologists to provide comprehensive and integrated school psychological services.	
1a. Demonstrate the ability to collect, integrate, and interpret clinical data that promotes a thorough understanding of clients' strengths and needs.	
1. Demonstrate current knowledge of diagnostic classification systems, psychopathology, and functional and dysfunctional behaviors.	Assessment Element A
2. Demonstrate consideration of client strengths.	Assessment Element A
3. Apply knowledge of functional and dysfunctional behaviors and context to the evaluation process.	Assessment Element C
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics	Assessment Element D
5. Collect relevant data using multiple sources and methods appropriate to the identified referral question(s) and relevant diverse characteristics of the client.	Assessment Element D
6. Appropriately interpret assessment findings to inform case conceptualization, diagnostic classification, and recommendations	Assessment Element E
7. Distinguish subjective from objective assessment findings and guard against decision-making biases in interpreting assessment results.	Assessment Element E; Individual & Cultural Diversity, Element A
8. Communicate assessment findings and implications accurately and effectively to a range of audiences.	Assessment Element F; Communication and Interpersonal Skills, Element B
1b. Demonstrate the ability to design, implement, and evaluate the effectiveness of interventions to address the academic, behavioral, and social-emotional needs of clients.	
1. Develop evidence-based intervention plans specific to the service delivery goals.	Intervention Element B
2. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	Intervention Element C
3. Demonstrate the ability to apply the relevant research literature to clinical decision making.	Intervention Element D
4. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	Intervention Element E

5. Apply appropriate principles of research design and analysis to evaluate the effectiveness of services provided to individuals, groups, or systems.	Intervention Element F
6. Make appropriate treatment modifications based on treatment fidelity and client response data.	Intervention Element F
1c. Demonstrate the ability to collaborate and provide consultation to families, other professionals, and organizational systems.	

1. Demonstrate knowledge of individual consultation models and collaboration strategies.	Consultation & Interprofessional/Interdisciplinary Skills, Element B
2. Apply consultation models and collaboration strategies to work effectively with colleagues and other professionals.	Consultation & Interprofessional/Interdisciplinary Skills, Element B
3. Apply consultation models and collaboration strategies to work effectively with clients' families.	Consultation & Interprofessional/Interdisciplinary Skills, Element B
4. Demonstrate knowledge of principles and strategies to promote client welfare within systems.	Consultation & Interprofessional/Interdisciplinary Skills, Element A
5. Demonstrate knowledge of and respect for the roles of other professionals within organizational systems.	Consultation & Interprofessional/Interdisciplinary Skills, Element A
6. Apply consultation models and collaboration strategies to effectively promote client welfare within systems.	Consultation & Interprofessional/Interdisciplinary Skills, Element A
1d. Conceptualize and carry out independent research that contributes to the existing professional literature and knowledge base.	
1. Demonstrate the ability to independently formulate scholarly activities with the potential to contribute to the scientific, psychological, or professional knowledge base.	Research Element A
2. Conduct scholarly activities.	Research Element B
3. Critically evaluate and disseminate scholarly activity via professional publication and presentation.	Research Element C
Program Goal 2: Prepare health service psychologists to interact effectively with individuals from diverse backgrounds, disciplines, and perspectives.	
2a. Exhibit interpersonal communication skills that foster effective working relationships with clients, families, colleagues, supervisors, supervisees and other professionals.	
1. Demonstrate effective strategies for establishing and maintaining rapport with clients and families.	Intervention Element A, Communication & Interpersonal Skills, Element A

2. Demonstrate effective strategies for establishing rapport with colleagues and other professionals.	Communication & Interpersonal Skills, Element A
3. Demonstrate effective strategies for participating in interdisciplinary teams.	Communication & Interpersonal Skills, Element A
4. Identify and apply a model for providing supervision and feedback.	Supervision, Element A
5. Produce accurate, well-integrated, and useful written reports, treatment plans, and case notes.	Communication & Interpersonal Skills, Element B
6. Demonstrate clear, accurate, professional, and understandable oral communication skills.	Communication & Interpersonal Skills, Element B

7. Understand and use appropriate and professional nonverbal communication skills.	Communication & Interpersonal Skills, Element B
2b. Demonstrate a broad understanding of diversity as it pertains to working relationships with clients, families, colleagues, supervisees, and other professionals.	
1. Demonstrate awareness of ways in which their own individual characteristics, identities, perspectives, experiences, and biases may impact their work with clients, colleagues, supervisees, and other professionals.	Individual & Cultural Diversity, Element A
2. Demonstrate theoretical and empirical knowledge as it relates to addressing diversity in all professional activities.	Individual & Cultural Diversity, Element B
3. Integrate and apply knowledge of biological, cognitive, affective, and developmental differences that may impact client functioning.	Individual & Cultural Diversity, Element C
4. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, cultural).	Assessment Element B; Individual & Cultural Diversity, Element C
5. Demonstrate knowledge of diverse perspectives and experiences that may impact the functioning of clients, colleagues, supervisees and other professionals, including differences based on gender, sexual, racial, cultural, linguistic, socioeconomic, and religious identities.	Individual & Cultural Diversity, Element C
6. Articulate and apply an approach for working effectively with diverse populations, including individuals whose characteristics, group memberships, and worldviews have not been previously encountered.	Individual & Cultural Diversity, Element D

2c. Adjust communication and clinical services to meet the unique individual needs of clients, supervisees, and consultees.	
1. Adequately consider broad aspects of diversity when selecting assessment measures and interpreting evaluation findings.	Assessment, Element D; Assessment, Element E; Individual and Cultural Diversity, Element C
2. Adequately consider broad aspects of diversity in planning, delivering, and evaluating the effectiveness of intervention.	Intervention, Element C; Intervention, Element E; Individual and Cultural Diversity, Element C
3. Appropriately adjust consultation, collaboration, and supervision strategies to meet the unique needs of clients, families, colleagues, supervisees, other professionals, and groups/teams.	Individual and Cultural Diversity, Element C; Communication & Interpersonal Skills, Element C
4. Appropriately adjust interpersonal communication based on the situational and individual needs of clients, families, colleagues, supervisees, other professionals, and group/teams.	Communication & Interpersonal Skills, Element C
5. Appropriately adjust approach to providing oral and written feedback in a manner that meets the needs of the intended audience.	Communication & Interpersonal Skills, Element C
6. Professionally navigate difficult communication, including interactions with individuals whose worldviews conflict with their own.	Communication & Interpersonal Skills, Element C; Individual and Cultural Diversity, Element C
Program Goal 3: Prepare health service psychologists to engage in legal, ethical, and professional practice.	
3a. Exhibit knowledge of and practice within the ethical guidelines of the National Association of School Psychologists and American Psychological Association, as well as within applicable federal and state law.	
1. Demonstrate knowledge of the ethical guidelines of APA and NASP.	Ethical and Legal Standards, Element A
2. Demonstrate knowledge of federal and state laws, regulations, rules, and policies relevant to the practice of school and health service psychology.	Ethical and Legal Standards, Element A
3. Demonstrate knowledge of professional standards and guidelines relevant to the practice of school and health service psychology	Ethical and Legal Standards, Element A
4. Accurately identify the legal and ethical implications of situations arising in practice.	Ethical and Legal Standards, Element B
5. Articulate and effectively apply a problem-solving strategy to resolve legal and ethical dilemmas.	Ethical and Legal Standards, Element B

6. Practice within applicable ethical, legal, and professional guidelines in all professional activities.	Ethical and Legal Standards, Element C
3b. Practice in a manner consistent with the values and principles of school and health service psychology	
1. Demonstrate a pattern of integrity and accountability for professional actions.	Professional Attitudes, Values, an Beliefs, Element A
2. Demonstrate a pattern of dependability and responsibility for professional actions.	Professional Attitudes, Values, an Beliefs, Element A
3. Demonstrate a commitment to social justice and concern for the welfare of clients, families, supervisees, colleagues, and other professionals.	Professional Attitudes, Values, an Beliefs, Element A
4. Demonstrate accurate self-reflection and a commitment to continued professional growth in the range of services they provide.	Professional Attitudes, Values, an Beliefs, Element B
5. Actively engage in and productively respond to individual and group supervision.	Professional Attitudes, Values, an Beliefs, Element C
6. Demonstrate a commitment to self-care by engaging in activities necessary to maintain personal well-being and professional effectiveness.	Professional Attitudes, Values, an Beliefs, Element B
7. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	Professional Attitudes, Values, an Beliefs, Element D

**APPENDIX B**  
**SAMPLE TIMELINE FOR PROGRAM PROGRESSION**

### Sample Program Progression Timeline

This sample timeline of achieving program milestones is based on five years of full-time study. It may be adjusted if additional time is needed or a student enters the program with prior graduate coursework; however, all students have a total of 9 years from the time of admission to complete degree requirements.

	Fall	Spring	Summer
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Develop and submit initial Program of Study</li> <li>• Research mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Research mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Submit APA Update</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Research mentoring</li> <li>• Explore possible project committee members</li> <li>• Explore subspecialty options</li> </ul>	<ul style="list-style-type: none"> <li>• Research mentoring</li> <li>• Select subspecialty</li> </ul>	<ul style="list-style-type: none"> <li>• Submit presentation proposal/manuscript</li> <li>• Study for preliminary examinations</li> <li>• Submit APA Update</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Finalize subspecialty courses</li> <li>• Select research committee chair</li> <li>• Study for preliminary examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Take preliminary examinations</li> <li>• Complete professional presentation</li> <li>• Develop research project proposal</li> <li>• Finalize research project committee</li> </ul>	<ul style="list-style-type: none"> <li>• Explore internship sites</li> <li>• Submit APA Update</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Complete research project proposal</li> <li>• Submit IRB proposal for final research project</li> <li>• Apply for pre-doctoral internship</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Collect research project data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Begin doctoral internship</li> <li>• Complete research project written draft</li> <li>• Submit APA Update</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Pre-doctoral internship</li> <li>• Complete research project defense and final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-doctoral internship</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-doctoral internship</li> <li>• Graduation</li> <li>• Submit APA Update</li> </ul>

**APPENDIX C**  
**COURSE TIMELINE AND PROGRAM OF STUDY DOCUMENTS**

**Doctor of Psychology (Psy.D.) in School Psychology**  
**Full-Time Schedule of Study, Effective Fall 2024**

Fall			Spring			Summer		
YEAR 1								
Year 1 field experiences (SPSY 671 & 678) require <b>100 hours</b> of practicum across fall and spring semesters.								
EPSY 520	Principles of Data-based Decision Making	2	COUN 533	Techniques of Counseling	3	COUN 666	Multicultural Counseling	3
SPSY 500	Introduction to School Psychology	3	SPSY 682	Soc., Emot., & Behav. Theory & Assessment	2	SPSY 684	Data Integration and Interpretation	2
SPSY 667	Academic Assessment	2	SPSY 666	Cognitive Theory and Assessment	3	SPSY 685	Ethics and Law in School Psychology	3
SPSY 670	Principles of Academic Intervention	2	SPSY 683	Principles of Soc., Emot., & Behav. Intervention	2			
SPSY 671	Practicum in Academic Intervention	1	SPSY 678	Practicum in Soc/Emot. Interventions	1			
Total Credits		10	Total Credits		11	Total Credits		8
YEAR 2								
Year 2 field experiences (SPSY 686) require <b>450 hours</b> of practicum across fall and spring semesters.								
EPSY 626	Child and Adolescent Psychopathology	3	SPSY 785	Advanced Seminar in School Psychology	3	EPSY 627	Learning Theories & Soc. Emot. Bases of Behav.	3
SPSY 680	Principles of Individual Consultation and Collab.	3	SPSY 681	Principles of Systems Change and Consult.	3	EPSY 628	Biological Bases of Behavior	3
SPSY 686	Practicum in School Psychology	2	SPSY 686	Practicum in School Psychology	2	PSY 607	Proseminar: Social Bases of Individual Behavior	3
EPSY 621	Development through the Lifespan	3	SPSY 708	Equity, Social Justice, and Advocacy in Schools	3			
Total Credits		11	Total Credits		11	Total Credits		9
Green = Online (synchronous and/or asynchronous)								
Blue = Bi-monthly on-campus attendance								
Yellow = Weekly on-campus attendance								

YEAR 3 (Preliminary Exams in August or January)								
Year 3 field experiences (SPSY 793) require <b>600 hours</b> of practicum across fall and spring semesters.								
EPSY 612	Statistical Methods	3	EPSY 712	Statistical Inference	3			
EPSY 710	Intro to Qualitative Methods & Inquiry	3	EDUC 800	Research Proposal Writing	3			
SPSY 687	Personality Appraisal and Advanced Assessment	3	SPSY 793	Supervised Field Work	3			
SPSY 793	Supervised Field Work	3	SPSY 898	Doctoral Seminar	1			
Total Credits		12	Total Credits		10			
YEAR 4								
Year 4 field experiences (SPSY 688) require <b>approximately 75 hours</b> of practicum across fall and spring semesters. <b>Optional</b> field experiences (SPSY 793) allow up to 700 hours of additional practicum across fall and spring semesters.								
SPSY 688	Supervision of Practicum in School Psychology	2	SPSY 688	Supervision of Practicum in School Psychology	1			
SPSY 890	Advanced Research Project	3	SPSY 890	Advanced Research Project	3			
SPSY 898	Doctoral Seminar	.5	SPSY 898	Doctoral Seminar	.5			
SPSY 793	Supervised Field Work (optional)	1	SPSY 793	Supervised Field Work (optional)	1			
Total Credits		6.5	Total Credits		5.5			
YEAR 5								
Year 5 field experiences (SPSY 891) requires <b>2,000 hours</b> of internship across a minimum of 10 months.								
SPSY 891	Doctoral Internship	3	SPSY 891	Doctoral Internship	3			
SPSY 890	Advanced Research Project	3						
Total Credits		6	Total Credits		3			
Green = Online (synchronous and/or asynchronous)								
Blue = Bi-monthly on-campus attendance								
Yellow = Weekly on-campus attendance								



# COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

INDIANA STATE UNIVERSITY

## PROGRAM OF STUDY for Psy.D. in School Psychology

**Student Name:**

**University ID#:**

**Advisor:** Carrie Ball

**Minimum of 101 hours of coursework, including 9 credits of a culminating research project.**

<b>Research and Statistical Methods – 21 credits</b>			<b>Term Completed/To Be Completed</b>	<b>Grade</b>	<b>Transfer Course or Substitution</b>	<b>Transfer Institution</b>
<b><u>Course #</u></b>	<b><u>Description</u></b>	<b><u>Cr.</u></b>				
EPSY 612: Statistical Methods		3				
EPSY 710: Introduction to Qualitative Methods and Inquiry		3				
EPSY 712: Inferential Statistics		3				
SPSY 695: Research in School Psychology		3				
SPSY 890: Culminating Research Project (Repeated for 9 credits)		9				
<b>Total</b>		<b>21</b>				
<b>Psychological Foundations – 15 credits</b>			<b>Term Completed/To Be Completed</b>	<b>Grade</b>	<b>Transfer Course or Substitution</b>	<b>Transfer Institution</b>
<b><u>Course #</u></b>	<b><u>Description</u></b>	<b><u>Cr.</u></b>				
EPSY 621: Development through the Lifespan		3				
EPSY 626: Child and Adolescent Psychopathology		3				
EPSY 627: Learning Theories and Social Emotional Bases for Behavior		3				
EPSY 628: Biological Bases of Behavior		3				
PSY 607: Proseminar: Social Bases of Individual Behavior		3				
<b>Total</b>		<b>15</b>				
<b>School Psychology Specialization – 47 credits</b>			<b>Term Completed/To Be Completed</b>	<b>Grade</b>	<b>Transfer Course or Substitution</b>	<b>Transfer Institution</b>
<b><u>Course #</u></b>	<b><u>Description</u></b>	<b><u>Cr.</u></b>				
COUN 533: Techniques of Counseling		3				
COUN 666: Multicultural Counseling		3				
EPSY 520: Principles of Data-based Decision Making		2				

SPSY 500: Foundations of School Psychology	3				
SPSY 666: Cognitive Theory and Assessment	3				
SPSY 667: Academic Assessment	2				
SPSY 670: Principles of Academic Intervention	2				
SPSY 680: Individual Consultation and Collaboration	3				
SPSY 681: Systems Consultation and Change	3				
SPSY 682: Social, Emotional, and Behavioral Assessment	2				

SPSY 683: Principles of Social, Emotional, and Behavioral Intervention	2				
SPSY 684: Data Integration and Interpretation	2				
SPSY 685: Ethics and Law in School Psychology	3				
SPSY 687: Personality Appraisal and Advanced Assessment	3				
SPSY 688: Supervision of Practicum in School Psychology	3				
SPSY 708: Seminar in Equity, Social Justice, and Advocacy	3				
SPSY 785: Advanced Seminar in School Psychology	3				
SPSY 898: Doctoral Student Seminar (repeated for 4 credits)	2				
<b>Total</b>	<b>47</b>				

<b>Applied Clinical Experiences – 18 credits</b>					
<b><u>Course #</u></b>	<b><u>Description</u></b>	<b>Cr.</b>	<b>Term Completed/To Be Completed</b>	<b>Grade</b>	<b>Transfer Course or Substitution</b>
					<b>Transfer Institution</b>
SPSY 671: Practicum in Academic Interventions		1			
SPSY 678: Practicum in Social, Emotional, and Behavioral Interventions		1			
SPSY 686: Practicum in School Psychology (repeated for 4 credits)		4			
SPSY 793: Supervised Field Work (repeated for 6 credits)		6			
SPSY 891: Doctoral Internship (repeated for 6 credits)		6			
<b>Total</b>		<b>18</b>			
<b>Grand Total Credits</b>	<b>101</b>				

**APPENDIX D**  
**COUNCIL OF DIRECTORS OF SCHOOL PSYCHOLOGY PROGRAMS**  
**INTERNSHIP GUIDELINES**

## 2017 CDSPP Doctoral Internship Guidelines

Initial guidelines approved by the membership, May, 1998

Revision guidelines approved by the membership, November, 2012 Current  
guidelines approved by the membership, June, 2017

The doctoral internship is the culminating professional practice experience in doctoral-level health service psychology. The following includes guidelines that characterize high quality doctoral school psychology internship experiences, consistent with *American Psychological Association (APA) Standards of Accreditation for Health Service Psychology (SoA)* and the School Psychology Specialty.

Although these guidelines set forth basic quality standards, *specific* internship requirements for licensure and certification are established at the state level and do vary by state and jurisdiction. Therefore, graduate students should consult relevant state licensure and certification requirements when considering the suitability of a particular internship.

CDSPP is an organization of doctoral-level school psychology programs that is committed to training school psychologists as health service psychologists. CDSPP is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who must evaluate the quality of a school psychology doctoral internship, and for doctoral training programs that must make program development and internship approval decisions. These guidelines may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the SoA published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in school psychology that meets these guidelines will also be considered as meeting current *Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology* as developed by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.

1. A school psychology doctoral internship is an organized training program designed to provide an intern with a planned sequence of training experiences that will develop the intern's profession wide competencies in health service psychology and the specialty of school psychology.

The internship is the culminating (i.e., completed after a programmed sequence of coursework, practica, and field experiences), supervised training experience prior to the granting of a degree by a doctoral program. Consistent with the definition of health service psychology (i.e., the integration of psychological science and practice in order to facilitate human development and functioning), the internship consists of a range of activities promoting the development of the following professionwide competencies:

- research;
- ethical and legal standards;
- individual and cultural diversity;
- professional values, attitudes, and behaviors;
- communication and interpersonal skills;
- assessment;
- intervention;
- supervision;

- consultation and interprofessional/interdisciplinary skills.
2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours.<sup>3</sup> The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.
  3. The internship program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of interns' work. The internship program, doctoral program, and intern must jointly approve in writing the goals and content of the internship, including clearly stated expectations for the nature of experiences offered by the internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies.

Internship program due process procedures are made available to interns prior to the beginning of the training period. If due process procedures are initiated as a result of intern behaviors, intern activities, or internship conditions, the supervisor of the internship program will notify the intern's doctoral program.

4. Interns will minimally receive a formal, written evaluation at the end of the doctoral program's semester, trimester, or quarter course grading period. The internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based on direct observation. The evaluated areas will be consistent with the doctoral program's aims and address intern development of profession-wide competencies.

Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student's readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists.

5. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.
6. The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in health service psychology.
7. The internship program employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program.

The internship program has at least two psychologists on staff available as supervisors for the intern. The intern's primary supervisor must be actively licensed as a psychologist by the state regulatory

board of psychology. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into *formal internship* agreements with other entities, such as other school districts, clinics, or university doctoral programs.

8. The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level. The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.
9. In addition to the individual supervision (as described in #8 above), the intern spends at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).

The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.

10. The internship program has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.
11. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 8 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #8 and #9 above). The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.
12. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.
13. The intern has a title such as "intern," "resident," or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.

**APPENDIX E**  
**PRELIMINARY EXAM GUIDELINES AND SCORING RUBRIC**

## Integrative Knowledge Essay Guidelines

This essay is for students to demonstrate their ability to integrate discipline-specific, scientific knowledge for the purpose of informing practice. Students are expected to demonstrate advanced integrative knowledge by drawing upon information already acquired from required graduate-level courses and/or by identifying new empirical sources as needed across **at least three of the five discipline-specific content areas of scientific psychology**: (a) affective, (b) biological, (c) cognitive, (d) social, and (e) developmental aspects of behavior. This content will be applied to retrospectively analyze a comprehensive evaluation or intervention case.

### Instructions:

1. Carefully review the details of the comprehensive case report you have selected to use as the basis for this analysis (i.e., portfolio element #3).
2. Identify at least three of the five basic knowledge areas (i.e., affective, biological, cognitive, social, and developmental) that are **most relevant to your chosen case**.
3. Write an essay (not to exceed 12 double-spaced pages, using 11-point font and 1-inch margins) that demonstrates **advanced integrative knowledge of these basic content areas as they apply to your case**. This essay should be structured as a post-hoc analysis of your case, where you reflect on how the basic content areas you have chosen informed your decision-making at the time or would influence your case conceptualization and recommendations moving forward. Keep in mind that your reflection must present an **integration or synthesis** of the content areas you focus on, as opposed to isolated reflections that are limited to one or the other content area. Specifically, frame your reflections in terms of **how knowledge from content area X, Y, and Z may interact** to inform your case.
4. You are encouraged to focus your essay on the topics you think are most fitting to your case. The following questions may help guide you in determining these topics. **How might knowledge (e.g., theories, concepts, or research findings) from areas X, Y, and Z interact to inform your approach to . . .**
  - a. Establishing and maintaining rapport with client(s) and caregiver(s)?
  - b. Initial case conceptualization or problem analysis?
  - c. Selection and use of assessment procedures?
  - d. Interpretation of assessment results?
  - e. Report-based recommendations for intervention or other supports?
  - f. Selection and use of intervention procedures?
  - g. Selection and use of intervention evaluation procedures?
  - h. Final case conceptualization or diagnostic decision-making?
  - i. Communication of service delivery results to client(s) and caregiver(s)?
  - j. Coordination or collaboration with caregiver(s) and other service provider(s)?
  - k. Adaptations and modifications made to original service delivery protocols?

Support your analysis with 3-5 relevant scholarly, peer-reviewed sources **per basic content area**, in addition to secondary sources such as textbooks. These should be included as in-text citations and as a reference page, formatted according to current APA guidelines. The reference page(s) will not count against your total page limit.

### Preliminary Exam Evaluation Rubric

Area	4	3	2	1	0
Conveys Graduate-Level Knowledge	Demonstrates expected graduate-level understanding of discipline-specific knowledge and profession-wide competencies; no major deficiencies are noted and there are areas in which knowledge exceeds expectations.	Sufficiently demonstrates expected graduate-level understanding of discipline-specific knowledge and profession-wide competencies; any deficiencies are consistent with the level of graduate preparation.	Demonstrates expected graduate-level understanding of discipline-specific knowledge and profession-wide competencies in most domains; one or more significant gaps in knowledge are atypical for graduate students at this level of training but can be sufficiently addressed through short-term supplemental requirements.	Does not demonstrate expected graduate-level understanding. May fail to understand important concepts or give significantly inaccurate information. The gaps in knowledge or application are beyond the scope of short-term supplemental requirements.	Does not demonstrate expected graduate-level understanding. Responses reflects multiple fundamental misunderstandings of the key points acceptable for an appropriate response.
Advanced Integrative Knowledge <i>(this rating is based only on the integrative knowledge essay)</i>	Clearly and accurately integrates information across at least three discipline-specific content areas and applies the implications accurately to a professional practice situation; demonstrates expected level of understanding of the inter-relatedness of topics.	Clearly and accurately integrates information across at least two discipline-specific content areas and applies the implications accurately to a professional practice situation; demonstrates expected level of understanding of the inter-relatedness of topics.	Makes a clear attempt to integrate and apply information across at least two conceptual areas; demonstrates unclear or limited understanding of the inter-relatedness of topics or their appropriate application to professional practice. Limitations are atypical for graduate students at this level of training but can be sufficiently addressed through short-term supplemental requirements.	Demonstrates inaccuracies in understanding, explaining, or applying the inter-relatedness of topics. Limitations in knowledge or application are beyond the scope of short-term supplemental requirements.	No clear effort is made to integrate information across at least two conceptual areas.

Professional References	Most topics are supported by multiple appropriate professional references, including both in-text and references pages in correct APA format.	All main topics are supported by at least one appropriate professional reference, including both in-text and references pages in correct APA format. Departures from APA format are minimal and do not detract from the overall professionalism of the response.	All main topics are supported by at least one reference. There are inconsistencies in the quality of sources and/or the inclusion and formatting of citations which ultimately detract from the professionalism of the response.	Responses lack an appropriate number of references. Important aspects of the responses are not supported with external references, including a lack of in-text citations and/or reference pages.	No appropriate professional references are provided, or there is clear evidence of plagiarism.
Professional Communication	Both the written and oral responses are well-organized and demonstrate a graduate-level command of proper grammar, mechanics, and professional terminology. Responses are constructed in such a way as to facilitate communication with the intended audience.	Taken together, the written and oral responses are well-organized and demonstrate a graduate-level understanding of proper grammar, mechanics, and professional terminology. Errors do not affect the overall clarity of communication.	Taken together, the written and oral responses are difficult to understand due to poor organization, grammatical mistakes, departures from professional language, and/or inaccuracies in the use of professional terminology. Deficiencies are atypical for graduate students at this level of training but can be sufficiently addressed through short-term supplemental requirements.	Taken together, the written and oral responses are difficult to understand due to significant difficulties with organization or grammar, and/or misuse or misunderstanding of professional terminology. Deficiencies are beyond the scope of short-term supplemental requirements.	The intent or main points of the response cannot be determined due to poor written or oral communication (e.g., severe and pervasive grammatical errors, sentence fragments, significant disorganization).

**APPENDIX F**  
**AI USE GUIDELINES AND APPROVAL FORM FOR RESEARCH PROJECTS**

## **BCOE Policy on the Usage of Generative AI in Doctoral Dissertations** **Adopted: 4/14/2025**

A doctoral dissertation is a substantial piece of original scholarship. Once students pass their preliminary exams, they are considered doctoral candidates and can begin work on their dissertation proposal. Dissertation writers are referred to as candidates in this document. The dissertation needs to be original to the candidate from the research question to the review of literature to the collection and analysis of data to the presentation of results and implications.

**Purpose:** This policy aims to provide guidelines for the ethical and responsible use of generative AI technologies in the preparation and submission of doctoral dissertations. It is not necessary to use generative AI, but it can be helpful in generating categories for a literature review, finding additional research articles on specific topics, and providing possible schemes for organizing the candidate's own writing.

### **Definitions:**

- **Generative AI:** Artificial intelligence systems capable of generating text, images, or other content based on input data.
- **AI-integrated tools** – AI that is integrated into the candidate's word processing programs (e.g., spell check) and which may be permissible to use in any professional writing.

### **Policy:**

#### **1. Transparency:**

- Any use of generative AI in the dissertation must be clearly disclosed. This includes specifying the tools used and the extent of their contribution.
- A separate appendix in the dissertation should be dedicated to detailing the use of generative AI, including the rationale for its use and how it was integrated into the research process.
- The use of generative AI must not unfairly advantage or disadvantage any candidate. It should be realized that not all candidates have access to generative AI tools and resources on an equitable basis.

#### **2. Originality and Integrity:**

- The primary contribution of the dissertation must be the candidate's original work. Generative AI should never replace the candidate's role in critically analyzing, synthesizing, and forming conclusions based on the research. Generative AI should only be used to assist in tasks such as, generating categories or references for the literature review, editing, creating outlines, and/or data analysis, all of which should occur under the supervision of the dissertation committee chair.
- The candidate must ensure that the use of generative AI does not compromise the academic integrity of the dissertation. Plagiarism, fabrication, or falsification (e.g., data, references, findings) using AI tools is strictly prohibited. *The candidate is responsible for any plagiarism, falsification or fabrication by generative AI software.*

- Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. This also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources (ISU Code of Student Conduct, p. 7).
- Falsification is the intentional and unauthorized fabrication or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that the resulting process or product is different from what actually occurred (ISU Code of Student Conduct, p. 7).
- If AI-generated content (e.g., analysis, visualizations) is included in the dissertation, the source of the AI tool must be appropriately cited. Tools such as OpenAI's GPT, IBM Watson, and others must be clearly identified.
- **Additional Acceptable Generative AI Practices:**
  - To create figures, charts, or diagrams based on the candidate's data and instructions.
  - To translate non-English sources or data or to translate English into other languages, provided the candidate verifies the accuracy of the translation.
  - To advise on statistical methods and interpretation, as long as the candidate performs the actual analysis and writes the interpretation.
  - To transcribe recordings, provided the candidate verifies the transcript.
- Discuss other potentially acceptable uses with the dissertation chair
- 3. **Ethical Considerations:**
  - The use of generative AI must adhere to ethical standards and guidelines set by the university and relevant academic bodies.
  - Candidates must explain the biases and limitations of generative AI tools that are used and address these in their dissertation appendix.
  - Any content generated by AI tools is owned by the candidate and must be verified by the candidate. The candidate is responsible for any plagiarism, falsification or fabrication by generative AI software.
  - AI tools must be used in compliance with privacy laws and ethical guidelines. Personal or sensitive data must not be processed or generated by AI tools unless explicit permission has been granted.
- 4. **Supervision and Approval:**
  - The candidate's dissertation chair must be involved in the decisions to use generative AI and approve its application in the dissertation.
  - Regular consultations with the dissertation chair are required to ensure the appropriate and ethical use of generative AI tools.
- 5. **Documentation and Reproducibility:**
  - Detailed documentation of the generative AI tools and methods used must be provided to ensure the reproducibility of the research. Replication is an essential tool for establishing validity of a scientific claim.
  - All datasets, code, or models, including chatlogs, used in conjunction with generative AI must be made available as supplementary materials, subject to confidentiality and data protection regulations.

**6. Training and Support:**

- It is the candidate's responsibility to get appropriate training and resources to understand the ethical and effective use of generative AI in their research.

**Compliance:** Failure to comply with this policy may result in disciplinary action, including the rejection of the dissertation or other academic penalties, including filing Academic Misconduct paperwork with Student Judicial.

**Review and Revision:** This policy will be reviewed annually and revised as necessary to keep pace with advancements in AI technology and academic standards.

**Effective Date:** This policy is effective immediately.

**Bayh College of Education**  
Psy.D. Final Research Project Routing Form

Student Name		ID Number	
Project Title			

**Committee Members**

Committee Chair	(name)	(email)
Committee Member		
Committee Member		

**Proposal Approval Process**

1. Proposal hearing and approval of project by committee.

_____ Committee Chair Signature	_____ Date
_____ Committee Member Signature	_____ Date
_____ Committee Member Signature	_____ Date

2. Committee Chair forwards proposal, Turnitin report, and IRB approval (if needed) to BCOE Graduate Student Services for check of research questions, methodology, and references.

_____ Director of Graduate Student Services Signature	_____ Date
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**Final Approval Process**

1. The completed project will be presented to the committee for conceptual approval and recommendations.
2. The student will complete a manuscript-ready summary of the study under the supervision of the committee.
3. When completed, the committee chair will forward the final written product, a Turnitin report, and the Graduate Studies Culminating Experience form to BCOE Graduate Student Services for full review.
4. Following approval by BCOE Graduate Student Services, the student and any planned co-authors will collaborate on the final manuscript prior to formal publication consideration.

**APPENDIX G**  
**ANNUAL STUDENT REVIEW RUBRIC**

## Annual Review of Performance – School Psychology Programs

Student:

Date:

Performance in each of the areas below is evaluated based upon your performance over the past academic year. Ratings are determined by observations of your performance by the school psychology program faculty, a review of your course grades and practica evaluations, and feedback provided by other course instructors, graduate assistantship supervisors (as appropriate), and research committee members (as appropriate). If your performance falls within the “Unsatisfactory” or “Developing” ranges in one or more areas, your advisor may contact you to discuss options for ensuring your continued support and success.

**Competencies related to content knowledge and skills. Each domain is evaluated using the following criteria:**

**Unsatisfactory (1)** - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect inadequate skill development given the student’s level of graduate study. Despite opportunity and feedback, student has demonstrated inconsistent or limited growth in remediating deficits.

**Developing (2)** - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect inadequate skill development given the student’s level of graduate study. Student has been responsive to feedback and has demonstrated continuous growth.

**Meets Expectations (3)** - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect performance consistent with expectations for the level of graduate study; student is ready to move on to the next training experience.

**Exceeds Expectations (4)** - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect performance consistently above expectations given the student’s level of graduate study.

Skill Area	Rating	Comments
<u>Assessment &amp; Data-based Decision Making</u> – Demonstrate knowledge and skills to use psychological and educational assessment, data collection strategies, and technology resources in a valid, reliable, non-biased manner, and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.		
<u>Prevention &amp; Intervention</u> – Demonstrate knowledge and skills concerning the theories and strategies used to guide the design and implementation of effective interventions for children and adolescents.		

<u>Consultation &amp; Collaboration</u> – Demonstrate the ability to apply theoretical knowledge and skills when consulting with educators, school administrators, family members, and other professionals.		
<u>Research &amp; Evaluation</u> – Demonstrate knowledge and skills pertaining to research methodology and design, the evaluation of treatment effects, and the communication of findings.		

***Competencies related to professional dispositions, interactions, and decision-making. Each area is evaluated based on domain-specific criteria.***

**Unsatisfactory (1)** - Available artifacts and feedback from faculty and/or supervisors reflect persistent (e.g., across time and/or across settings) or severe deficits in comparison to expectations for professional practice. Performance has not significantly improved in response to feedback.

**Developing (2)** - Available artifacts and feedback from faculty and/or supervisors reflect deficits in comparison to expectations for professional practice. Performance has been variable across time and/or setting or deficits are not considered severe. Student has taken responsibility for behavior and has demonstrated efforts to respond to feedback.

**Meets Expectations (3)** - Available artifacts and feedback from faculty and/or supervisors reflect performance consistent with expectations for professional practice. Any concerns have been minor and the student has readily self-identified deficits or responded to feedback.

**Exceeds Expectations (4)** - Available artifacts and feedback from faculty and/or supervisors reflect exceptional performance, insight, and/or leadership compared to expectations for professional practice.

Skill Area	Rating	Comments
<u>Dependability</u> – Demonstrated by behaviors including: <ul style="list-style-type: none"> <li>Attendance and punctuality</li> <li>Adequate time management, completing assigned tasks on schedule</li> <li>Preparedness for professional activities</li> <li>Timely communication of need to change schedule or deadline</li> </ul>		
<u>Effective Written Communication</u> – Demonstrated by behaviors including: <ul style="list-style-type: none"> <li>Employing written communication that is appropriate for the recipient (e.g., parents, students)</li> <li>Use of professional language in written artifacts (e.g., reports, emails)</li> <li>Appropriately proofreading to prevent miscommunication resulting from grammatical errors or typos</li> </ul>		

<p><u>Effective Oral Communication</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> <li>• Employing oral communication that is appropriate for the recipient (e.g., parents, students)</li> <li>• Nonverbal language (e.g., posture, tone, facial expression) that is respectful and appropriate to the context</li> <li>• Remaining calm and clearly communicating in stressful or unexpected situations</li> </ul>		
<p><u>Courtesy and Respect</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> <li>• Using respectful and professionally acceptable language</li> <li>• Demonstrating respect for others' time (e.g., coming prepared to meetings, being mindful not to dominate discussions/activities)</li> <li>• Adjusting behavior and language in a way that exhibits sensitivity to and tolerance of individual differences</li> </ul>		
<p><u>Collegiality</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> <li>• Actively engaging in group supervision, discussion, and projects</li> <li>• Offering productive and constructive feedback to classmates, sharing resources and ideas when appropriate</li> <li>• Considering others' needs when scheduling meetings or completing collaborative tasks</li> <li>• Seeking mutually agreeable solutions to problems or disagreements</li> </ul>		
<p><u>Reflective Practice</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> <li>• Accurate self-identification of professional strengths and areas for growth</li> <li>• Accepting and/or seeking performance feedback from instructors, supervisors, and colleagues</li> <li>• Engaging in and/or seeking out activities to improve areas identified for growth</li> <li>• Demonstrating awareness of the impact of his/her behavior on others</li> </ul>		
<p><u>Legal and Ethical Practice</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge and understanding of legal and ethical guidelines</li> <li>• Engaging in discussions of and/or asking questions about ethical and legal implications of situations</li> <li>• Accurate application of legal and ethical guidelines</li> </ul>		
<p><u>Professional Integrity</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> <li>• Honesty in presenting own and others' work (e.g., giving credit to sources, documenting hours and activities)</li> <li>• Accepting responsibility for behaviors and work products</li> <li>• Acknowledging and seeking supervision to address mistakes</li> </ul>		

**Summary/Suggested Action:**