



**School Psychology Ph.D. Program Student Handbook
2025-2026 Academic Year**

Indiana University Bloomington
School of Education
Department of Applied Psychology in Education and Research
Methodology
201 N. Rose Avenue
Bloomington, IN 47405
[Program Website](#)

FOREWORD

Welcome to the School Psychology PhD Program at Indiana University Bloomington!

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

We believe that you will find graduate studies in school psychology to be both rewarding and challenging as you prepare to become scientist-practitioners who will assume roles in leadership, scholarship, and practice centered around the development and learning of children and youth. Successful students in the Program make a commitment to excellence and to the children, youth, families, and others whom they ultimately will serve. We challenge you to become the best that you can be and to energetically pursue your personal and professional goals while in the Program.

This Handbook describes several aspects of the Program and its requirements and answers many questions about successfully navigating to graduation. The information in this Handbook often includes information that can be found across multiple locations. The Program faculty may revise information presented in future versions of the Handbook, and there may be Program, Department, School, or University changes over the course of the academic year that affect requirements or policies in the current version. The Program faculty will notify students about any important changes to requirements and policies and provide updated versions of the Handbook as needed. However, **it is your responsibility to be aware of the requirements and policies contained in this Handbook and associated Program, Department, School, and University websites.** You are strongly encouraged to maintain frequent contact with your Advisor and collaborate on planning your individual plan of studies to assure that Program, professional, and personal goals are met. **Students with unresolved questions should consult with (1) their Advisor and (2) the Program Director (in that order).**

Below are other important things to know about the Handbook:

- Students should consider the Handbook as a *supplement* (not a replacement) to the Graduate Catalog and other relevant University policies and procedures.
- The Program faculty collect and value student and supervisor feedback, and they carefully consider this feedback when updating and making changes to the Handbook.
- The Handbook is intended to function as a *general guide* for both students and Program faculty. That said, unanticipated or unique circumstances may arise that are not covered in the Handbook. Students should resolve such situations by consulting with (1) their Advisor and (2) the Program Director (in that order).
- If students have suggestions about information to add, update, or revise within the Handbook, they should communicate these suggestions directly to their Advisor and/or their Student Representative.

The faculty look forward to working with you to achieve your objectives. Again, welcome!

Indiana University's Diversity Statement

Indiana University is first and foremost an institution of learning, knowledge, and scholarly engagement. As such, we fully and wholeheartedly embrace diversity. Diversity represents an approach to viewing the world, a commitment to inclusion, and a deep recognition and affirmation of who we all are and where we come from.

Indiana University frames diversity as an approach to viewing the world through a lens of intellectual versatility allowing truth and knowledge to permeate perception; emerge through exploration and discovery; and sustain critical thinking, learning, and problem solving.

Indiana University practices diversity as a commitment to inclusion where everyone is welcomed, valued, and provided opportunities to grow so they can do their best work.

Indiana University expresses diversity as a deep recognition and affirmation of who we all are and where we come from.*

*This includes but is not limited to: race, ethnicity, color, nationality, sex, sexual orientation, gender identity and expression, socioeconomic class, religion, disability, age, military status, political ideology, visa status, economic status, geographic location, and language/linguistic ability.

Land Acknowledgement

We wish to acknowledge and honor the Indigenous communities native to this region and recognize that Indiana University Bloomington is built on Indigenous homelands and resources. We recognize the myaamiaki, Lënape, Bodwéwadmik, and saawanwa people as past, present, and future caretakers of this land.

We are dedicated to centering Indigenous voices & perspectives, improving community relationships, correcting the narrative, and making the IUB campus a more supportive and inclusive place for Native and Indigenous students, faculty & staff. We encourage everyone to engage with contemporary communities, to learn the histories of this land, to look at who has and does not have access to its resources, and to examine your own place, abilities, and obligations within this process of reparative work that is necessary to promote a more equitable and socially just Indiana University Bloomington.

Indiana University Official Land Acknowledgement Statement

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Program Context

Institutional

The School Psychology PhD Program is housed in the [Department of Applied Psychology in Education and Research Methodology](#) (APERM) within the [School of Education at Indiana University Bloomington](#). APERM aims to train future scholars, clinicians, and educators in the fields of applied psychology and research methodology to serve as leaders through rigorous training focused on evidence-based practices; cutting-edge research methodologies; and equity, diversity, and inclusion. Faculty and student research interests are broad and include school psychology, counseling psychology, human development, and qualitative and quantitative research methodology. In addition to the School Psychology PhD Program, the Department offers other [academic programs](#) and degrees including an educational specialist degree (EdS) in School Psychology and doctoral degrees (PhD) in Counseling Psychology, Qualitative and Quantitative Research Methodology, and Human Development. The Department also offers an undergraduate major (BSEd) in Counseling and Student Services and master of education (MSEd) degrees in Learning and Developmental sciences and Mental Health Counseling and Counselor Education. The Program faculty and students are involved in each aspect of the Department's, College's, and University's missions and therefore strive for excellence in research, teaching, and service.

Professional

School psychologists work in schools and other allied systems of care to support the behavioral/mental health and educational success of youth and their caregivers. School psychologists take a scientific problem-solving approach toward their profession and have broad competencies in science-based assessment, intervention, and consultation. Professional preparation for a career in school psychology is accomplished at both the educational specialist (EdS) and the doctoral (EdD, PhD, or PsyD) levels. EdS-level training prepares school psychologists to function primarily as practitioners in schools or other educational settings. PhD-level training builds on specialist-level training by preparing school psychologists with strong scientific research skills and additional clinical competencies related to the broader practice of health service psychology. Doctoral-level school psychologists can be employed as practitioners in a variety of settings (e.g., schools, clinics, hospitals, private practice) or as faculty at universities and research institutes. The job outlook for school psychologists practicing in schools is currently very favorable in most regions of the U.S. The job outlook for school psychology faculty in academia is also favorable, particularly compared to faculty positions in other fields of psychology. School psychologists who pursue licensure as a psychologist and wish to seek employment in other settings have a range of options available to them depending on location and expertise.

Accreditation

The PhD Program in School Psychology at Indiana University-Bloomington (IUB) has been accredited by the [Commission on Accreditation \(CoA\) of the American Psychological Association \(APA\)](#) since 1983 and is one of the oldest graduate programs in the field. The Program was recently reaccredited in 2022 for a 10-year period (2032). It is also approved by the [National Association of School Psychologists \(NASP\)](#).

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

Office of Program Consultation and Accreditation American Psychological Association
750 1st Street, NE, Washington, DC 20002 Phone: (202) 336---5979
Email: apaaccred@apa.org

Licensure & Certification

The Program is designed to prepare students to be eligible for licensure as a psychologist. However, students should be aware of the uniquely varied and changing requirements across jurisdictions regarding licensure as the faculty have not determined—and cannot assure—that Program graduates will meet all requirements for licensure as a psychologist in all states or territories. It is strongly encouraged that students work closely with their Advisor to identify licensure goals and associated pathways. Students are also strongly encouraged to review the [APAGS resource](#) on state licensure. Graduates who obtain licensure for independent practice usually are also eligible to be listed in the National Register of Health Service Psychologists.

Completion of the Program will partially satisfy requirements for school psychology (educator) licensure in Indiana and most other states as well as partially satisfy requirements for credentialing as a Nationally Certified School Psychologist (NCSP).

Program Philosophy and Training Model

Upon completion of the Program and mastering the goals and competencies, graduates are prepared to enter a variety of work settings, such as public and private schools, clinics, hospitals, and institutions of higher learning.

Scientist-Practitioner Model

The Program is founded on the scientist-practitioner—or Boulder—model. Our overarching program framework is founded on ethics and social justice, and we are committed to training professional psychologists who integrate science and practice. Our program faculty believe in the three core assumptions of the scientist-practitioner model:

- (1) professional psychologists who have a deep knowledge of, and ability to, apply research principles results in more effective psychological services,
- (2) research is essential in the field's efforts to develop a core scientific database from which best practices emerge, and
- (3) clinical work allows professional psychologists to identify, study, and advocate for important social issues.

Program Faculty

Core Faculty

Maryellen Brunson McClain, PhD, HSPP, Associate Professor, PhD Program Director & Director of Clinical Training, Director Learning and Developmental Evaluation Clinic ([LDEC](#))

Dr. McClain is a licensed psychologist and an endorsed Health Services Provider in the state of Indiana. She earned her PhD in School Psychology from Indiana University Bloomington (2015). Dr. McClain completed an APPIC-accredited/APA-approved clinical psychology internship at the University of Tennessee Health Science Center (UTHSC) in Memphis, Tennessee. She continued her training in Memphis and completed a postdoctoral fellowship in Developmental Disabilities at the Center on Developmental Disabilities at UTHSC. Prior to joining the IUB Program, Dr. McClain was an Assistant Professor in the School Psychology Program at Utah State University where she also directed the Integrated Assessment Division, an interprofessional neurodevelopmental disabilities evaluation clinic. Dr. McClain's expertise and research interests are in the areas of assessment and identification of autism and related neurodevelopmental (ND) disabilities, interdisciplinary and interagency (school-medical) collaboration, global school psychology efforts, and training/professional issues in school psychology and allied disciplines. She also supervises students in the LDEC practicum. She is the director of the [Autism & Neurodiversity Lab](#).

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Scott Bellini, PhD, HSPP, Associate Professor, EdS Program Director

Dr. Bellini is a licensed psychologist in the state of Indiana and an endorsed Health Services Provider in Psychology. Dr. Bellini earned his PhD in School Psychology from Indiana University Bloomington (2002). Prior to joining the IU School Psychology Program, he served as the Director of Research and Clinical Services at the Indiana Resource Center for Autism at the Indiana Institute on Disability and Community. His work focuses on social skill interventions for children on the autism spectrum and bridges the gap between research and practice.

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Heather Ormiston, PhD, NCSP, HSPP, Assistant Professor, Undergraduate Program Coordinator

Dr. Ormiston is a licensed nationally certified school psychologist (NCSP) and a licensed psychologist endorsed as a Health Service Provider in Psychology in the state of Indiana. She earned her PhD in School Psychology at Indiana University (2007). Her prior experiences have included working as a building-level school psychologist in an urban district in Aurora, Colorado, serving as statewide trainer for PBIS Indiana, a project aimed at establishing a statewide network of culturally responsive positive behavior interventions and supports (CR-PBIS), and working as a Behavior Specialist for a local school corporation coordinating the district's self-contained program for students with emotional and behavioral challenges. Her expertise and research interests focus on school mental health, trauma-informed multitiered systems of support, and student re-entry to the educational setting after inpatient hospitalization. Dr. Ormiston is the director of the [School-Based Mental Health Research and Training Initiative](#).

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Dave Shriberg, PhD, Professor and Practicum Coordinator

Dr. Shriberg earned his PhD in School/Counseling Psychology from Northeastern University (2003). Presently, he is working on projects related to developing social justice competencies in school psychology, investigating school climates as they support the wellbeing of students from minoritized backgrounds, and combating the rise of antisemitism. Dr. Shriberg is the director of a [research team](#) focused on social justice and education.

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[Anna Merrill](#), PhD, Visiting Clinical Assistant Professor, Clinical Training Director LDEC

Dr. Merrill earned her PhD in School Psychology from Indiana University (2017). She completed an APA-accredited/APPIC-approved internship at Nationwide Children's Hospital in Columbus, Ohio and a postdoctoral fellowship at Riley Hospital for Children in Indianapolis, Indiana. Dr. Merrill is a licensed psychologist, and her clinical work focuses on evaluation and intervention services for individuals with neurodevelopmental disabilities. In addition to teaching for the Program and supervising students in the LDEC practicum, Dr. Merrill consults with local school districts and provides professional development for educators, families, and medical professionals.

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Emeriti Faculty

Jack Cummings, PhD, Professor Emeritus
Thomas Huberty, PhD, Professor Emeritus
Russel J. Skiba, PhD, Professor Emeritus

Program Doctoral Students

See the following [spreadsheet](#) for a record of doctoral students who have completed and are currently enrolled in the Program.¹ Information on the years they were in the Program, their Advisor, pre-doctoral internship site, and first professional position post-graduation are provided so that current and prospective students may see student trajectories.

Admissions

The Program admits new doctoral students annually. Answers to many admissions questions can be accessed on the Program [webpage](#) or the SoE's [webpage on how to apply](#). Any questions not answered by the webpage can be submitted online [here](#) or by reaching out to Program faculty or the Program Director.

¹ As the Program is one of the oldest in the country, data prior to 2022 may not reflect every graduating doctoral student from the Program. However, as of 2022, this information is updated and maintained annually and is inclusive of all students.

Financial Supports

We recognize that funding for graduate study is a major concern for students and that it may affect decisions about which program to attend. Although we cannot guarantee funding for most students when offers of admission are made, our doctoral students have a good record of obtaining support in the first year of study and beyond. Sources of aid include scholarships, fellowships, assistantships, loans, and work study positions.

Disability Resources

[Accessible Educational Services \(AES\)](#) is dedicated to ensuring that students with qualifying medical conditions, under the Americans with Disabilities Act (ADA), have the tools, support services, and resources that allow equal access and reasonable accessibility measures (accommodations) to be successful at Indiana University Bloomington.

[Disability Services for Students](#) connects students with disabilities to on- and off-campus disability resources.

[Counseling and Psychological Services \(CAPS\)](#) seeks to provide a safe, welcoming, and affirming environment for all students.

Program Aims, Objectives, and Competencies

The Program curriculum includes training goals, objectives, and competencies that will prepare students for internship and professional practice. Students will acquire these competencies through coursework, practica and internship, supervision of others, and research.

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

The Program has a strong commitment to social justice and views cultural and individual diversity as an integral part of our training. We recognize that cultural and individual diversity refers to—but is not limited to—age, dis/ability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation and social economic status. We also understand that people are cultural beings with multiple, intersecting identities. Longstanding patterns of oppression and discrimination have left our nation with inequitable systems that continue to plague our society, including schools and other community agencies. We believe that school psychologists have a responsibility to develop an identity that incorporates a commitment to social justice and cultural and individual diversity. This dedication to equity cannot be viewed as an add-on or a single moment during training; rather, the commitment to cultural responsiveness and advocacy must be an integral part of the training and role of the school psychologist as central as our commitment to evidence-based practice and effective collaboration. The Program trains students in the concept of a continuum of care to provide the most effective evidence-based services for *all* individuals, but also as advocates and systems change agents, actively monitoring the quality of the educational experiences and outcomes for students from underrepresented or marginalized groups.

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

Competency #1: Demonstrates self-awareness of one's personal strengths and areas for growth as they relate to the ability to be an agent of social justice

Competency #2: Demonstrates knowledge of factors that have created or maintain inequity

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

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

Competency #2: Implement effective culturally responsive assessments

Aim 2: Develop a Comprehensive View of School Psychology Practices

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

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

Competency #1: Understands the role of the psychologist in diverse settings

Competency #2: Understands the organization and functioning of public schools

Objective #2: Understands supervisory relationships and appropriate roles

Competency #1: Recognizes the need for and seeks supervisory assistance when appropriate

Competency #2: Accepts and incorporates supervisory feedback

Competency #3: Demonstrates effective supervision of less experienced peers

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

Competency #1: Demonstrates awareness of ethical and legal principles

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

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

Objective #1: Demonstrates ability to conduct research and evaluation

Competency #1: Understands merits of diverse research methods

Competency #2: Disseminates research findings through conference presentations and scholarly manuscripts

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

Competency #1: Conducts comprehensive assessments that align with best practices

Competency #2: Interprets and communicates assessment findings, in written and oral forms, that address referral questions

Competency #3: Uses assessment results for the development of individualized services and educational programming

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

Competency #1: Values and incorporates contributions and insights of caregivers, teachers, and colleagues

Competency #2: Uses clinical interviews for problem identification, analysis, and solving

Objective #4: Demonstrates ability to develop and implement interventions

Competency #1: Coordinates and monitors implementation of collaboratively developed intervention plans

Competency #2: Demonstrates knowledge of and applies evidence-based practices

Objective #5: Develops consultation and collaboration skills

Competency #1: Demonstrates effective interpersonal communication skills in professional interactions

Competency #2: Develops effective collaborative relationships with families and interprofessional colleagues

Advisors

Students are admitted into the Program to work with a specific faculty who will serve as their Advisor. When extending an offer to a prospective student, the faculty is committing to serve as that student's primary academic Advisor and supervisor throughout their tenure in the Program. Following are key parameters related to Advisors' relationships with students:

Basic Responsibilities

Advisors' basic responsibilities include:

- Provide and supervise an ongoing research lab experience that initiates students into an area of scientific study
- Serve as the chairperson for students' [Program Advisory Committee \(PAC\)](#)
- Advise students regarding their plan of study (PoS) for the master's degree

- Advise students regarding their PoS for the doctoral degree
- Supervise students through their doctoral dissertation process, including serving as chairperson and director of the [Dissertation Research Committee \(DRC\)](#)
- Serve as the chairperson for students' [Qualifying Examination Committee](#)
- Advise students in completing Qualify Examination requirements
- Advise students regarding appropriate practicum placements and extracurricular activities in relation to students' predoctoral internship and career goals
- Advise students regarding the predoctoral internship application process and the appropriateness of internship sites in relation to their career goals
- Advise students regarding career trajectories in school psychology and related fields
- Serve as the "first stop" among Program faculty for resolving student concerns regarding Program policies, scheduling conflicts, personal or interpersonal problems, coursework or practicum issues, etc.

Mentoring

In addition to their basic responsibilities, Advisors likely also serve as mentors to their students. Mentors provide psychosocial support that facilitates the professional growth and wellbeing of mentees. In contrast to advising and supervising, mentoring is not necessarily tied to specific curriculum requirements or program progress. Instead, mentoring centers around enculturating mentees into a shared professional context. Common topics in mentoring include (but are not limited to) developing professional interests, navigating professional spaces, responding to professional challenges, and finding and keeping balance between professional and personal concerns. The Program faculty recognize the vital role of mentoring in promoting students' healthy professional development. The faculty also acknowledge that Advisors' interests, experiences, perspectives, identities, and backgrounds may be better matched for mentoring some students than others, and that most students' mentoring needs are unlikely to be met via their Advisor alone. **Students are therefore encouraged to seek out additional professional mentors beyond their advisor.** Examples of other possible mentors include influential professionals who supported your path to graduate school; other faculty or advanced students within your Program; faculty and advanced students across other programs in the Department or within other departments in the University; and other professionals working within your discipline (or allied disciplines). **Students are encouraged to begin developing a network of mentors early in their graduate career.** Advisors may also be helpful in recommending and connecting students with potential mentors.

Advisor's and Student Progress

Advisors are not ultimately liable if students fail to meet the criteria or deadlines related to Program requirements. **Meeting deadlines and fulfilling program requirements are fundamentally each student's responsibility.** Students should therefore take initiative to seek their Advisors' advisement and feedback to ensure they make satisfactory progress in the Program.

Advisor-Student Communication

Following are key guidelines for Advisor-student communication:

- Advisors strive to respond to students' communications within 72 hours during the academic year

- Relevant emergencies should be communicated to advisors as soon as possible
- Advisors should be given **at least 2 weeks** to review and provide feedback on students' major project drafts (e.g., thesis/dissertation proposals)
- Advisors may be less consistently available during summer months because most faculty are on 10-month contracts

If students have difficulty communicating effectively with their Advisors, **they should first seek to resolve this concern by discussing the issue directly with the professor**, an approach in alignment with APA code of ethics. If the issue remains unresolved, students should bring their concern to the Program Director.

Changing Advisors

It is expected that **initial Advisor assignments will persist throughout a student's tenure in the Program**; however, a change in Advisor is possible under **extenuating circumstances**. Such changes can be initiated by the student or the Advisor without repercussions. **Prior to initiating a change, however, the student and their Advisor are strongly encouraged to engage a problem-solving process that seeks to remedy and retain the advising relationship, if possible.**

To promote healthy advising relationships, students and their advisors are also encouraged to express any concerns with the advising relationship openly and early. If students do not feel that they can have clear and constructive communication with their Advisor, they are encouraged to seek consultation and support from the Program Director. If a student's Advisor is also currently the Program Director, they are encouraged to seek consultation and support from the Department Chair. If at any point students begin exploring the possibility of changing their Advisor with other faculty in the Program, they are encouraged to be transparent about this process with their current advisor. To prevent potential conflict and tension among student and faculty relationships, the guiding principle in these matters should be transparency and clear communication.

If the original advising relationship is ultimately terminated, then this decision must be documented in a memo developed by the Advisor, which is then signed by both parties and placed in the student's electronic file maintained by the Program/Department. **Upon termination of an advising relationship, it is the student's responsibility to secure a new advisor from available Program faculty. New advisor assignments cannot be compelled and must be agreeable to both parties.** Advisors have the right to self-determine the criteria and/or process by which they decide to mentor (or not) students who request to join their labs in this situation. Advisors should also be transparent with students about the criteria and/or process they have determined for this purpose.

If a new advising relationship is agreed upon and established, then this decision must be documented in a memo developed by the new Advisor, which is then signed by both parties and placed in the student's electronic file maintained by the Program/Department. If a student is unsuccessful in securing a new Advisor within 6 months of terminating the original advising relationship, then they may be recommended for dismissal from the Program.

Student Responsibilities

Students are responsible for understanding Program policies and requirements. Program faculty and staff are committed to supporting student success, **yet students themselves are ultimately responsible for ensuring their success in the Program.** Following are several policies related to student responsibilities that are intended to clarify expectations and avoid unnecessary difficulties throughout one's tenure in the Program.

Participation in Research Lab

Students are expected to actively participate in the research lab directed by their Advisor. Research lab is a formative environment for training doctoral-level school psychologists who can understand, apply, advance, and improve the scientific foundations of the field. The extent of students' involvement in research lab should be determined in consultation with their Advisor and is likely to vary throughout their training depending on their graduate assistantship assignment(s) as well as the nature of their involvement in other curriculum-related activities. **Students are expected to be continuously engaged in their Advisor's lab throughout the duration of their tenure in the Program, regardless of the nature of their graduate assistantship(s).** Students' decisions to participate in other faculty's research labs at IU—or to collaborate on research projects with other labs and/or colleagues outside of the IU—should be made in consultation with their Advisor.

Prior to participating in any human subjects research, students must complete the [CITI training through IU](#).

Taking Initiative, Problem-Solving, & Seeking Supports

Students may experience a variety of professional and/or personal challenges or difficulties throughout their graduate training. Program faculty and staff are committed to supporting student success, yet students themselves are ultimately responsible for taking initiative, engaging in problem-solving, and seeking supports to meet the challenges they face. Below are some recommendations:

- If struggling with **coursework**, seek support from peers in the same course (or who have taken the course previously) and reach out to the instructor directly to seek advice for succeeding in the course.
- If struggling with **research milestones (e.g., thesis/dissertation) or lab assignments**, seek support from advanced peers in your lab and reach out to your Advisor directly to seek advice for overcoming these challenges.
- If struggling with **practicum/clinical tasks or caseload**, seek support from advanced peers at your training site (or who have completed the practicum previously) and reach out to your clinical and faculty supervisors to obtain appropriate support.
- If struggling with **building or maintaining effective working relationships with particular people in the Program, Department, School, or University** (e.g., other graduate students, instructors/professors, your Advisor, clinical and faculty supervisors), first try to resolve the concern directly with the person of interest; then, if unsuccessful, seek support from your Advisor, the Program Director (if your concern is with your Advisor), or the Department Chair (if your concern is with the Program Director).

- If experiencing **personal mental health concerns**, seek appropriate supports via IU's [Counseling & Psychological Services \(CAPS\)](#), [Accessible Educational Services](#), and other [Mental Health Resources for IU Students](#).
- If you experience **sexual misconduct of any kind**, consider filing a [Sexual Misconduct Report](#) and look into the University's [Sexual Respect Resources](#).
- If you experience **discrimination or harassment any kind**, consider filing a [Discrimination or Harassment Report](#), look into supports available through the University's [Office of Institutional Equity](#). Also consider reaching out to the [Diversity, Equity, and Inclusion Office at the School of Education](#).
- If you believe you have been **wronged or unfairly treated by others** at any level within the University, see the [policy and guidance](#) provided for reporting grievances in the SoE.

Ethical Behavior

Students are expected to be familiar with and adhere to the professional ethics codes and principles published by [APA](#) and [NASP](#) throughout the tenure of their graduate training. Although some ethical mandates (e.g., APA's General Principles) are aspirational, many standards (e.g., APA's Ethical Standards) are enforceable rules with professional consequences (e.g., inability to obtain professional licensure). By joining the Program, students are agreeing to become knowledgeable of these principles and to abide by them in their graduate studies. Ethical violations that occur within the context of the Program may result in a Program remediation plan or dismissal from the Program.

There may be occasions when students will confront ethical dilemmas that are difficult to resolve, because the situation is unclear, or the student is conflicted concerning the proper course of action. Most often, these kinds of dilemmas are of three types: (a) professionalism, (b) ethical principles, and (c) legal standards. A situation can be unprofessional without necessarily violating an ethical principle (e.g., a professional making a derogatory comment about another professional). An ethical violation occurs when an action contradicts the standards applicable to the profession (e.g., having a dual relationship with a client) and is unprofessional. Legal standards are much clearer in most cases, because the actions of the professional psychologist are under the auspices of the applicable statutory requirements. For example, a breach of confidentiality almost always is a violation of the law but also is an ethical violation and is unprofessional. In cases where practitioners feel that an ethical principle conflicts with the law, the legal standard takes precedence, unless otherwise specified in the applicable statutes. Most often, proper ethical behavior is very consistent with "common sense" and courtesy, but there may be occasions when matters of ethical behavior by others arise. At the most basic level, adherence to ethics follows the principle of "do no harm," although it is more complicated than this principle. **If you encounter a situation where questions of ethics arise, always talk with your faculty supervisor or Advisor for guidance prior to taking direct action yourself.** Most situations can be resolved with appropriate consultation and education, but at times, formal complaints may be necessary. The general standard is to try to resolve a situation informally before making a formal report or allegation. Allegations of ethical misconduct are serious matters and are not to be made capriciously or without substantiation.

Representation of Qualifications

Students are responsible for clearly and accurately representing their qualifications and level of training when engaged in Program-related or other public-facing activities (e.g., Student Name, MS in Psychology, Psychology Intern, School Psychology PhD Student). Furthermore, students should be aware that it is illegal and unethical to identify, advertise, or offer services as a “psychologist” or “school psychologist” until licensed as such by an appropriate state licensing body. It is also illegal and unethical for students to accept money from clients for any psychological services offered on a private basis while students are in training, except when permissible under other licenses or credentials held by the student (obtained prior to or outside of the Program). There is no legal or ethical conflict, however, when students receive financial compensation from clinical assistantships that are arranged by Program faculty and deemed part of the Program curriculum.

Curriculum Sequence

Students take coursework in several areas: (a) cognitive, academic, and social/emotional/behavioral assessment, (b) academic and social/emotional/behavioral interventions, (c) consultation, (d) ethical, legal, and professional issues, (d) quantitative and/or qualitative statistics and research methods, (e) cultural diversity, and (f) foundations of psychology. Practicum each semester is required. A one-year, full-time internship is required, which typically is completed in the 5th or 6th year. Internships may be 10 months in a school setting or 12 months in a clinical or other non-school setting. It is expected that students apply for [internship through APPIC](#). Most students seek APA-accredited internships that more easily facilitate obtaining licensure for the independent practice of psychology. However, it is recommended that students keep all syllabi from their coursework in case they are required for licensure.

Matriculation is in the fall semester only and enrollment is considered full-time.

Coursework

The Program is designed to provide a sequence of courses that builds student knowledge and skills over time.

- Year 1: Courses primarily consist of core, foundational school psychology courses in consultation, assessment, cultural diversity/social justice, ethics, law, and first-year practicum. During the first summer, students begin to take courses in other foundational areas, qualitative and quantitative research methods, and/or courses specific to the minor.
- Year 2: Students typically complete additional, more advanced core school psychology courses in consultation, assessment, intervention, and second-year practicum. During the second summer, students typically finish remaining requirements for the master’s degree.
- Year 3: Students focus on completing remaining foundational, qualitative and quantitative research methods, minor coursework, and advanced practicum. Students typically enroll in dissertation preparation credits this year.

- Year 4: Primary course responsibilities are to finish any remaining course requirements, advanced practicum, and/or complete in any specialty courses that will aid in student development and meeting career goals. Students often enroll in dissertation credits this year.
- Year 5: Some students may choose to stay on campus an additional year to gain additional experiences to set them up for

The [IUB SoE Bulletin](#) has the official courses required to obtain the PhD in School Psychology. Students should use the Bulletin as their primary source of information regarding Program course requirements. Students should use the Bulletin that aligns with the enrollment year to guide their PoS. If there are any questions, students need to consult with their Advisor and the Graduate Studies Office.

Master's Degree in Education (MSEd)

All school psychology PhD students are eligible to earn their MSEd in school psychology along the way to earning their PhD. If you take all the required courses for your PhD degree, you have also taken all the required courses for the master's degree. The required courses for the MSEd can be found [here](#). **If you would like to earn the MSEd please make sure you let your Advisor know so they can communicate this to the graduate studies office *and* complete a PoS (separate from your PhD PoS).**

Educational Specialists Degree (EdS)

Doctoral students who have completed all requirements except the dissertation may choose to receive the EdS degree in School Psychology. You will need to develop a PoS in consultation with your Advisor and the EdS Program director prior to the completion of the internship. After the internship is completed, the EdS degree can be awarded, which will lead to licensure as a school psychologist by state departments of education, permitting you to work while you finish the dissertation. In general, obtaining the EdS degree is not needed, unless defense of the dissertation is not pending. Check with the GSO, the Program Director, and your Advisor for more information. EdS Program requirements can be found [here](#).

Doctoral Plan of Studies (PoS)

The Program requires a minimum of 94 hours of graduate credit; however, most students complete the Program with 100-110 credits (including internship and dissertation). Students who transfer into the Program should work closely with their Advisor on their PoS to ensure all requirements are met. The PoS varies depending on individual interests, course sequences, and previous experience and graduate work. The Program is designed to be completed in 5-6 years (years 1-4 on campus, year 5 internship), although the average completion time for students entering with a bachelor's degree is about 5 to 6 years. Students may, however, choose to take more time to complete the Program, gaining additional applied experiences and/or advanced course work to advance their career goals. At least 1 year of continuous full-time study on the Bloomington campus is required, with a typical full-time load being 11-12 credit hours per semester. Virtually all students stay on campus the 4th year to make substantial progress on the dissertation prior to beginning the internship in the 5th year, which is highly recommended by the faculty.

Program Advisory Committee (PAC)

Before the beginning of the Year 2, students establish their doctoral Program Advisory Committee (PAC), of which their Advisor serves as the chairperson. The PAC has the responsibility for program guidance through the qualifying examination and working with the student to develop a PoS that meets their professional interests and goals. **The PAC must contain at least 3 members.** Students should consult their Advisor during this process. The minimal complement of the committee is as follows:

- The student's Advisor serves as chairperson
- The second member must be School Psychology faculty (core or affiliated)
- The third member must represent the minor area(s)
- At least two of the three committee persons must be members of the Graduate Faculty (unless special permission is given otherwise)

Policy on Completion of the PoS

Students are to complete their PoS in the [IU SoE ePOS system](#) no later than **October 1 of the second year**. Failure to meet this timeline for completion of the PoS will result in blocking of the ability to register for courses in the second semester of the second year and beyond until the POS is approved and submitted to the department chairperson for approval. However, changes to the POS may be made after its initial approval. A PoS form may be obtained from the [GSO website](#) for drafting and planning purposes. When completed, the PoS lists the faculty members who have agreed to serve on the PAC, the courses students intend to take, and a projected timeline.

A sample PoS is available in Canvas to help you plan your individualized PoS in collaboration with your Advisor.

Practicum & Clinical Training

Under the belief that it is most helpful for students to begin applying their knowledge in the field as soon as possible, you are in a field placement in all fall and spring semesters, with the expectations for your work in these field experiences expanding over time as you progress in the Program. Practica experiences begin in the first semester at an introductory level and end with you providing professional services at a more independent level while under supervision.

- Year 1: First semester, students are enrolled in a school psychology foundations course that incorporates a field placement. Second semester students will continue school-based their field experiences. All field placements in Year 1 are in schools and are supervised on site by licensed school psychologists.
- Year 2: Students complete a school-based practicum with scaffolded experiences with the goal of preparing them to complete the typical duties of a school-based school psychologist. Practica placements are arranged by the Program practicum coordinator. Students are supervised regularly by on-site licensed school psychologists and attend group supervision weekly with an appropriately licensed faculty.

- Year 3: Students begin advanced practicum, which may occur in schools or other settings that will enhance professional development and meet students' unique internship and career goals. Time spent in advanced practicum is site- and supervisor-specific. Students should collaborate with their Advisor to determine optimal placements. All advanced practica are supervised by a faculty member who is a licensed psychologist in addition to experienced on-site licensed psychologists and/or appropriately licensed professionals from allied disciplines (e.g., Board Certified Behavior Analyst [BCBA], Licensed Clinical Social Worker [LCSW]).
- Years 4+: Students complete an additional year(s) of advanced practicum, which may occur in schools or other settings that will enhance professional development and meet students' unique internship and career goals. Time spent in advanced practicum is site- and supervisor-specific. Students should collaborate with their advisor to determine optimal placements. All advanced practica are supervised by a faculty member who is a licensed psychologist in addition to experienced on-site psychologists and/or appropriately licensed professionals from allied disciplines (e.g., BCBA, LCSW).

Practicum & Course Credit

During the first 2 years, 3 hours of credit are given for practicum each semester (12 credit hours total). In remaining years, students enroll in 1 credit hour of advanced practicum each semester. **All students accruing practica hours must be enrolled in a practicum course for credit for liability purposes.**

Summer Practicum

Students may continue with practicum during the summer. In many circumstance, this option is advantageous to accrue the requisite number of practicum hours, be competitive for an APPIC internship, as well as allow students to develop clinical expertise. Summer practicum is not required, but **students who are interested in completing a summer practicum must be enrolled in a practicum course for credit for liability purposes.**

Simultaneous Practica

It is possible for students to have two practica simultaneously to gain additional hours, but it may prove challenging depending on other requirements and obligations. Any additional practicum during the regular academic year must be secondary to the assigned practicum and be approved by the Advisor.

Professional Liability & Background Checks

The fields of psychology and education are not exempt from the possibility of charges of malpractice or misconduct. The University does not provide coverage for legal expenses or damage awards for students and practicum and internship sites may not provide coverage; an increasing number of sites are requiring that students have professional liability insurance. **All students in practicum or on internship are required to purchase professional liability insurance each year.** Students need to provide a copy of verification of insurance at the beginning of the year to their faculty practicum supervisor and site

supervisor (if required). Exceptions to this policy may only occur for students on internships where the site specifically covers interns in their group liability policy. Usual sources of liability insurance are [The Trust](#), [Forrest T. Jones](#), or the [American Professional Agency](#). If you have any questions, please consult with your faculty practicum supervisor or your Advisor.

Indiana University policy states that students who interact with children must complete a criminal background check that complies with university policies and procedures, depending on the circumstances. This check may be needed for interactions you might have with children in research projects, practicum, internship, volunteer experiences, and other situations. The Program requires at least a minimal criminal background check upon entry into the program and every year after that, which must be shared with the Practicum Coordinator and Faculty Practicum Supervisor at the beginning of each academic year. We recommend students in the Program use [CastleBranch](#) through the SoE. Other practica sites may require additional background check processes or other trainings.

Approved Practica Requirements

Approved practica are those experiences that are approved and endorsed by the appropriate University faculty supervisor and are separate from clinical-based volunteer or work experiences that you may complete while in the program. You cannot enroll for a practica in any term without prior approval from the appropriate university supervisor. These criteria apply for all practicum experiences for all PhD students, even if not seeking [an APA/APPIC internship](#). See the Practicum Handbooks for the specific requirements that a practica site must meet to be Program approved. Students who are interested in seeking out advanced practica opportunities that are not currently approved by the Program may do so in collaboration with the advanced practicum instructor, practicum coordinator, and their Advisor to ensure the site meets Program requirements.

Hours Policies

In addition to obtaining learning experiences for students, the practica and clinical experiences in the Program comply with NASP and APA requirements for pre-internship training. NASP requires that students have a minimum of 600 hours in school settings across practicum and internship. APA does not specify the number of practicum hours that are needed, but some pre-internship practicum is required. Notably, states have specific requirements for the number of hours that are required for licensure as a psychologist or school psychologist. **Students should check requirements in states where they might seek licensure and collaborate with their Advisor on setting up practica and clinical experiences that will best prepare them for their identified goals.**

We strongly recommend students have a minimum of 1200 total hours (minimum 400 direct) prior to applying for pre-doctoral internship. Students should be aware that many internship applicants accrue substantially more direct hours than the Program's recommended minimum of 400 hours. Students should also be aware that there is much variability in the number and type of hours that are required or common among applicants who match to internship sites. Students are encouraged to consult with their Advisor and DCT regarding the appropriate number and type of direct hours to set as their personal target. Students should also research internships to which they are interested in applying, as this will help them better understand the expectations for direct hours as well as the proportion of hours by service type (i.e., assessment vs. intervention) that are required for sites. Understanding these

requirements in advance can help students appropriately plan for practicum placements that will enable them to obtain needed numbers and types of practica hours.

Hours Tracking

Students are responsible for tracking their hours accrued during practica and clinical experiences. We **strongly encourage** that students track their hours regularly using [Time2Track²](#). Students should be tracking both direct and indirect hours. *Direct hours* entail services rendered directly to clients, such as providing individual or group interventions, completing assessments and evaluations, or consulting with teachers and caregivers. Direct hours are contrasted with *indirect hours*, which may include (but are not limited to) activities such as report writing, treatment planning, maintaining records or client notes, and other aspects of case management. Considering practicum experiences are limited in Year 1, students must plan to accrue the bulk of their direct service hours in Years 2+. Students should consult with their faculty practica supervisors and the DCT about how to classify hours when tracking. Students should review available resources about hours tracking including—but not limited to—the [Time2Track QuickStart Guide APPIC Edition](#) and blogs (e.g., [this one](#)). Additional information about tracking practica hours is included in the practicum handbook and discussed during practica coursework.

Professionalism

Students will be interacting with children, caregivers, school personnel, physicians, and many others—**appropriate professional behavior is expected**. In many respects, the practica experiences closely approximate real professional contexts. How students conduct themselves in practica settings reflects directly on the Program, the SoE, IUB, the profession, and most importantly, on you. Although professional psychologists have a wide range of skills, perhaps the most important asset is one's reputation. A professional with a negative reputation is not likely to be effective or be seen as someone in whom others can place their confidence. Therefore, it is important that you always conduct yourself in a professional and ethical manner and develop a reputation for professionalism, integrity, and competence. It is useful to remember a few points about professional behavior in practica including, but not limited to:

- Timeliness regarding arrivals, assignments, activities, etc.
- Appropriate dress for the situation and in alignment with the practicum site
- Effective communication with supervisors
- Adhering to APA and NASP ethical guidelines and principles
- Adhering to the law
- Treating colleagues and clients with respect, courtesy, and professional conduct

Conference Presentation

Each student must have a major role in at least one presentation at a state, regional, or national conference. Paper presentations, workshops, and posters are all acceptable. The presentation does not need to be done individually and can be completed in collaboration with other students and/or faculty,

² Time2Track has an associated fee that is not covered by the Program and is the student's responsibility to cover costs.

but the student must demonstrate a major role. **This requirement must be completed prior to scheduling the oral examination component of the qualifying examination.**

Early Inquiry (EI) Project

Students must demonstrate the ability to develop and conduct original research prior to beginning the dissertation process. This EI Project is a requirement of the IUB SoE and is designed to provide early evidence of the ability to conduct research. The EI Project may be quantitative, qualitative, or mixed-method. Meta-analyses and scoping and systematic reviews are also viable. Original data collection or the use of extant data are both acceptable approaches. **The student should work with their Advisor throughout the process and the Advisor should review the manuscript prior to journal submission.**

The school psychology faculty **requires that the EI Project result in a manuscript that is submitted to a refereed journal and be sent by the Associate Editor or Editor for peer review.** Early work on this requirement is highly recommended as this process may take time. The manuscript may have multiple authors; but if not the first author, the student must show that a substantial contribution was made to the project by a statement from the principal author. Generally, being the first or second author will establish an acceptable amount of contribution. The EI Project manuscript is reviewed using the rubric described previously and discussed during the oral examination. **The student must complete this milestone prior to scheduling the oral examination component of the qualifying examination.**

Note—the EI Project is a distinct milestone from the dissertation. It is strongly encouraged that students choose a topic that will inform the contribute to their knowledgebase for the dissertation topic. However, **the EI Project cannot be used as part of the dissertation.**

Students should reference the [EI Project Guidelines](#) for more information.

Qualifying Examination Procedures

The purpose of the qualifying examination is to determine student competence and knowledge in both the science and practice of school psychology, as well as to determine the ability to conduct original research. This task aligns with the IUB Graduate School and the SoE requirement that students demonstrate competence in research skills and their major field of study. The specific areas assessed assure students have the skills and knowledge deemed necessary by the APA and the National Association of School Psychologists (NASP). Students must complete and pass *all* components of the qualifying exam—including the oral exam, which culminates the qualifying examination procedure—**prior to being nominated to candidacy. Nomination to Candidacy must be attained before students can propose their dissertation.**

Students should reference the [qualifying exam guidelines](#) for a detailed description of the broader qualifying examination procedures and required components that must be completed and submitted to the PAC prior to scheduling the oral defense, and specific expectations for the oral defense. Please note, materials to be submitted to the PAC prior to the oral defense must occur **no later than 2 weeks** prior to the scheduled oral exam period (a specific date will be determined and announced each semester):

Oral Examination

Students complete the oral examination with their two SP faculty PAC members. During the oral examination, the required components of the qualifying exam will be discussed. Students will additionally present and discuss an ethical scenario they have encountered during their training. **The oral examination—scheduled for 2 hours—will take place during one of the designated 2-week periods in the Fall or Spring semesters.** The dates for the designated 2-week periods will be announced well in advance by the faculty. **It is the student's responsibility to schedule their oral examination with their PAC and schedule a room once a date has been determined.**

Nomination to Candidacy

Following successful completion of the qualifying examination process, the student's PAC submits a [Nomination to Candidacy](#) form to the University Graduate School (UGS). **Students will be responsible for completing the Nomination to Candidacy form prior to PAC approval and submission.** According to UGS policies, students must be nominated to candidacy within 7 years after matriculation into the program, or courses will begin to expire, requiring re-taking or revalidation. However, the Program has established more specific timelines; students are expected to complete the qualifying process and be admitted to candidacy after the end of the 3rd year of full-time study.

The date of successful completion of the qualifying examination (not the date of final approval of candidacy) is the one used in determining the 7-year period for currency of courses and completion of the [dissertation](#). **Therefore, students will have 10 years from enrollment to complete the program.** If they do not complete the Program within 10 years after initial enrollment, they will be terminated from the Program.

See the [IU SoE Admission to Candidacy webpage](#) for additional information.

Continuous Enrollment After Admission to Candidacy

After being admitted to candidacy for the doctoral degree, students must be continuously enrolled during the regular academic years. If they graduate during the summer, enrollment is required during that session; **students must be enrolled during the semester when they officially graduate.** Most students officially graduate in the summer when the internship ends. At that time, students should be enrolled in P799 for 1 credit hour (or G901 for 1 credit hour if no dissertation credits remain) if graduation occurs during the summer. An incomplete in P699: Internship in School Psychology II does not meet this requirement. Failure to maintain continuous enrollment subjects students to monetary penalties and fees for "back enrollment." Students may also be required to re-take qualifying examinations and meet any new program requirements if the time between admission to candidacy and defense of the dissertation exceeds 7 years. **It is the student's responsibility to maintain continuous enrollment after admission to candidacy.**

Reinstatement After Expiration of Candidacy

Occasionally a student may allow candidacy to expire before completing the internship and/or dissertation. It is possible for a student to be reinstated for a period of 3 years, during which all designated requirements must be completed. Permission to be reinstated is not automatic and is at the discretion of the School Psychology Program faculty and the UGS who also determine any conditions

necessary for permission to complete the degree program. Factors that may be considered include (but are not limited to) status of dissertation, nature and degree of professional experience during the interim, extenuating circumstances, and amount of time since completion of courses or internship. Allowing candidacy to expire is to be avoided because significant work may be required to ensure that the student is current in the field. Also, the student is subject to back tuition and financial penalties to be reinstated. It should be noted that the faculty will agree to an extension only in extraordinary circumstances.

Dissertation

The dissertation is the defining inquiry capstone experience for PhD students. It is not merely another assignment to be completed but demonstrates the student's ability to conceptualize a research problem, defend its value, conduct the study, answer the research questions, write a scholarly summary of the findings, and defend the work in front of colleagues. The quality of the dissertation is deemed to be at a high level and should be of publishable quality and contribute to the literature. It is expected that if the dissertation is deemed to be of publishable quality, the student will revise the paper into the appropriate format and submit it for publication to a reputable journal. Dissemination of dissertation research is a responsibility of a scientist-practitioner, and IU strongly encourages students to submit their study for publication.

Students should review the [graduate student bulletin](#) for additional information about the dissertation proposal process.

Dissertation Research Committee (DRC)

Following nomination to candidacy, students form their [dissertation research committee \(DRC\)](#). The DRC has the responsibility of supervising the research, reading the dissertation, and conducting the final oral examination. The membership of the research committee and the dissertation prospectus must be approved by the UGS at least 6 months prior to the final oral defense. The DRC must be composed of:

- The student's Advisor, who will serve as director and (normally) the chairperson of the committee with expertise in the content area
- Two or more additional faculty from the Program
- A representative of each minor³

The committee should be selected from the members of the graduate faculty who are best qualified to assist the student in conducting the research for the dissertation. Below are additional DRC requirements:

³ If the dissertation research does not involve the area(s) of the minor(s) whether outside or inside the department the major department may request, with the consent of the minor-field representative(s), the substitution of a representative or of representatives from some other field(s) more appropriate to the topic of the dissertation

- All members of a research committee must be members of the graduate faculty. At least half of the members of the committee must be members of the graduate faculty with the endorsement to direct doctoral dissertations; others may be regular members.
- All chairpersons of research committees and directors of research must be members of the graduate faculty with the endorsement to direct doctoral dissertations. The endorsement is reserved for tenure-track faculty with a regular appointment at Indiana University and is granted separately from graduate faculty status. If, however, special expertise in an area is held by a member of the graduate faculty who does not have the endorsement, the departmental chairperson may request that the dean approve such an individual as research committee chairperson or director of the dissertation research.

Dissertation Development & Proposal

With support from their Advisor, students develop a dissertation topic and an associated written proposal to present to their DRC. At the proposal meeting, the DRC's purpose is to provide feedback on the study—including methodology—to improve the student's dissertation topic. When ready, students are responsible for organizing a proposal meeting with their DRC where they will present and discuss their proposed study. It is strongly encouraged that students organize the meeting time with their DRC well in advance. **The proposal document should be sent out to the DRC no later than 2 weeks prior to meeting date.** Students who are proposing a monograph dissertation **are expected to keep their proposal document to ~30 pages double spaced (not inclusive of references, tables, etc).**

After the DRC approves the dissertation, students should initiate the Dissertation Proposal Approval Form, a two-page summary, and IRB approval (if required) to submit to the Office of Graduate Studies through the assigned departmental staff. Then, students will receive verification that the committee and dissertation topic have been approved by the UGS. **Students must successfully propose their dissertation prior to applying for internship—no later than October 15 of the internship application year.**

Monograph Dissertation

The written proposal for a monograph dissertation should include the following components:

- Front Matter
- Abstract
- Introduction
- Method (written in future tense as the study design is being proposed)
- Any additional materials that are relevant to include in an appendix

Multiple Article Dissertation (MAD)

Some students may choose to complete a MAD instead of a traditional monograph dissertation. Students should consult with their Advisor to determine which option is optimal and best meets their career and professional development goals. Students proposing a MAD should review those specific [MAD requirements and guidelines document](#) which includes early communicating with prospective committee and subsequent [documentation](#) that members understand the specifics of the MAD and agree to serve on the committee. If a MAD format is selected, students must follow the expectations

outlined by the [IU SoE](#) and the Program.

The written MAD proposal should include the following components:

- Front Matter
- Abstract
- Introduction coherently linking all articles
- Published manuscripts (for all completed studies, if relevant)
- Introduction for all in progress or proposed studies
- Method for all in progress studies (written in future tense as the study design is being proposed)
- Any additional materials that are relevant to include in an appendix

At least one of the studies as part of the MAD must be in progress (i.e., data collection not started) at the time of the proposal. Any published, accepted/in press, or under review papers that are included in a MAD should be first-authored by the doctoral candidate. Other authors can exist on the manuscript, but the student should be able to clearly describe and justify their leadership role and first-author status.

Dissertation Defense & Submission

When the dissertation is completed, students schedule an oral defense meeting with their DRC. The final dissertation defense may be completed before, during, or after the internship. Notably, the Program faculty strongly encourages students to defend their dissertation prior to completing internship. An announcement of the dissertation must be prepared by the student using an [online process](#). The required summary must be approved by the chairperson of the DRC. **The announcement must be submitted by the student to the UGS at least 30 days prior to the defense date.**

The dissertation defense will be conducted with the entire DRC and in the presence of those members of the faculty and the public who may wish to attend. An observer whose function is to attest to the fact that due process was followed during the final defense of the dissertation may be appointed by the SoE Dean's Office; however, this procedure is rarely used. **Copies of the defense version of the dissertation must be provided to each DRC member at least 2 weeks prior to the defense date.**

The typical length of time for the defense of the dissertation is 2 hours. During the defense, students provide an oral overview of the dissertation, including the problem statement, rationale for the study, the research questions, methodology, results, and summary comments. DRC members then ask questions to and guide a discussion with the student. The student is then excused while the DRC discusses the dissertation and defense, including outcome and remaining edits. The outcome of the oral defense is of four types:

- approval without changes
- approval with minor changes
- approval with major changes, which may or may not be seen by the entire DRC
- failure

If the DRC approves the dissertation and recommends the degree, forms are signed and processed by

the DRC chairperson.

Following the defense, students will be required to make any remaining edits (if required) to their dissertation prior to submitting the final document to the UGS. **It is common for the DRC to request students make changes to the dissertation, ranging from minor to major alterations.**

Students should carefully review the [unique formatting requirements](#) of the [accepted final dissertation document required by the UGS](#), which apply to both monograph and MAD formats.

The UGS has established a policy that the dissertation may not be defended until **at least 6 months after the proposal is approved and received by the UGS.**

The dissertation must be successfully defended and submitted to the UGS **no later than 7 years** after successfully [being nominated to candidacy](#).

Dissertation Credits

Doctoral students must register for 12 credit hours of P799 as they proceed toward completion of the dissertation. If they have taken 12 hours of P799, they can enroll in G901: Graduate Research, which is considerably less expensive and is designated to be full-time enrollment. G901 is only available in the regular academic year, however, and students are limited to 6 semesters of enrollment.

Pre-Doctoral Internship

General Parameters

Predoctoral internship is the capstone clinical experience for the School Psychology PhD program. It is designed to further the development of competencies and skills as a psychologist. The experience—which typically occurs during Years 5 or 6—is typically paid and completed on a full-time basis over 1 year, resulting in a minimum of 1,500 total hours. **All PhD students must complete at least a 1,500-hour internship.** Most APA/APPIC internships require 12 months in residence and completion of 2,000 hours. At least 600 hours of the internship are to be completed in a school setting, although students who have had equivalent practica experiences or have completed a specialist-level internship may complete all the internship in a non-school setting (e.g., hospital, community mental health) if consistent with program values and goals. **All doctoral internships must be supervised by a doctoral-level psychologist who is appropriately licensed or certified, regardless of the setting.**

The Program accepts the standards of the [Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#) for defining acceptable predoctoral internships in psychology. These standards are like those employed by the American Psychological Association, The National Register of Health Service Providers in Psychology, the Association of State and Provincial Psychology Boards, and the American Board of Professional Psychology. The APPIC website provides information regarding policies governing the internship application, interview, and matching processes. More information about the matching process is available on the National Matching Service's website for the APPIC Internship Matching Program. Students are expected to be familiar with these policies and abide by them.

The selection of an Internship is very important for students, as it has a direct impact on career options and employment opportunities. There are many considerations in seeking an internship, but the most important is whether a site is consistent with your career goals. Students are strongly encouraged to regularly discuss and consult internship goals and the process with their Advisor, other mentors (e.g., practica supervisors, DCT), and peers throughout their time in the Program. **It is expected that doctoral students will seek internships accredited by APA through APPIC, barring extenuating circumstances.** Students who do not seek APA/APPIC internships must work closely with their Advisor with consultation from the DCT to ensure they select an appropriate site that meets all recommendations outline in the [CDSPP's Doctoral Internship Guidelines \(2017\)](#).

Students will receive detailed information about internship preparation and planning throughout their time in the program. However, students are strongly encouraged to become familiar with the APPIC process early.

APPIC Internship Match Process

A general overview of the major milestones and timeline (month-by-month) involved in the APPIC internship match process is provided on APPIC's ["Internship Applications: Step-By- Step" website](#). A more detailed overview of the APPIC match process and a schedule of important dates/deadlines for the current year are provided by the National Matching Services Inc. on their ["Overview for Applicants" website](#). This website also provides important information about rules and policies that govern the match, how the matching algorithm works, and further information about matching procedures.

Faculty anticipate that most students will successfully match with an internship site in Phase I of the APPIC matching process. However, if students do not match in Phase I, then they are expected to participate in Phase II of the APPIC matching process. If students fail to match in Phase II, then they should consider any appropriate internship sites participating in the APPIC Post-Match Vacancy Service. If students still do not match after participating in the Post-Match Vacancy Service, then the Program faculty will convene to consider students' situations and devise a plan for how to proceed.

Internship Eligibility

Prior to **applying to internship**, students must have successfully completed the following requirements **no later than October 15th** of the year they intent to apply for internship:

- [Acceptance to Candidacy](#)
- [Successful proposal of dissertation](#)
- At least 400 direct hours accrued during practica

Prior to **starting internship**, students are required to:

- Have successfully completed any coursework that remained during or following the internship application period
- Remain in good standing with the Program through the end of the Spring semester in the year the student intends to start internship

Internship Course Credit

Students will receive 2 semester hours of credit for the internship, which also satisfies the UGS requirement that students be continuously enrolled after admission to candidacy.

Evaluation of Student Performance

Summative/Annual Evaluation Procedures

Evaluation of student progress is an ongoing process in the Program and occurs in a variety of ways. In addition to the evaluation of performance in courses and practica, students are evaluated formally at least once per year. Faculty formally review students each year and share the ratings with students. Included will be comments about progress, as well as any concerns that should be addressed. The purpose of this activity is to assess how well students' academic and professional activities match the Program's goals, objectives, and competencies. The evaluation indicates areas for improvement and contributions to the program. The Annual Student Review Summary Rubric can be found in Canvas.

Student Performance and Proficiency Requirements

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

Performance in Classes: Grades and GPA

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

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

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

Performance in Practicum

At the conclusion of each practicum that you complete, your supervisor will be asked to complete an evaluation form to assess your performance. Supervisors are asked to evaluate you based on where your clinical skills are at that time relative to your year in the program. Please see the Canvas page for the practicum evaluation rubric.

Performance in the Qualifying Process

The student's qualifying exam committee will provide feedback and a written evaluation. Performance specific to the qualifying exam process will be communicated with the student. Please see the Canvas page for the practicum evaluation rubric.

Performance in Internship

You will be formally evaluated by your site supervisor at the midpoint and end of your internship. Each internship site uses their own evaluation form and will be communicating their review with you and the Program DCT and faculty internship supervisor.

Retention and Termination Policies

Retention

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

- Maintaining an overall graduate GPA of 3.5 or higher
- Earning grades of no less than B- in all Program and major area courses
- Perform at acceptable levels in practica and internship (see Practicum handbook and practica/internship course syllabi for additional information)
- Comply with all ethical principles and codes of conduct of the American Psychological Association and the National Association of School Psychologists
- Comply with all aspects of the [Indiana University Code of Student Rights, Responsibility, and Conduct](#)
- Make continuous satisfactory and expected progress toward degree completion based on a variety of factors including, but not limited to:
 - Timely preparation of Plan of Studies
 - Timely completion of coursework and practica
 - Timely completion of qualifying examination
- Demonstrate personal and professional conduct consistent with becoming a psychologist, including, but not limited to:
 - Ability to perform at levels expected at each point in the program
 - Demonstration of ethical behavior at the highest level
 - Ability to demonstrate satisfactory interpersonal relationships with faculty, colleagues, supervisors, children, caregivers, fellow students, and others

- Ability to balance personal and professional responsibilities
- Ability to handle personal stressors that may affect performance

Termination Policies

If students comply with the Retention Policies listed above, they can expect to finish the program successfully. The faculty reserves the right to recommend suspension or termination of any student whose conduct, academic performance, or health is judged to be unfit for the practice of psychology. **Failure to comply with any of the policies may lead to probation or dismissal from the program.** Although termination from the program is rare, it may occur for several reasons, including, but not limited to:

- Failure to complete program requirements at an acceptable level of proficiency
- Failure to complete program requirements in a timely manner
- Plagiarism or academic dishonesty
- Failure to maintain an overall graduate GPA of 3.5 or higher
- Dismissal from a practicum or internship
- Inability to develop minimal levels of professional competency
- Inappropriate attitudes or behavior in classes, practica, internship, and advising
- Inadequate interpersonal skills with children, peers, faculty, supervisors, and others
- Mental health issues that significantly interfere with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Substance abuse or addiction that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Violation of program, School of Education, or University policies, procedures, rules, or regulations that substantially affect performance and progress in the program
- Serious or multiple violations of codes of ethics of the American Psychological Association or the National Association of School Psychologists
- Misrepresentation of credentials, experiences, or other personal information
- Results of a criminal background check that indicate conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist

In some cases, remediation plans will be developed in collaboration with the student and one or more faculty members, with stated objectives to be met and timelines for completion. These plans will be stated in positive language with the intent to help the student develop the necessary competencies to become a professional psychologist. In some cases,

however, immediate dismissal from the program may occur (e.g., plagiarism, academic dishonesty, conviction of a felony, substantial violations of ethical behavior). In all cases where dismissal is being considered, students will be given an opportunity to respond and apprised of their due process rights.

Plagiarism and Academic Dishonesty

Indiana University, the School of Education, the Department of Applied Psychology and Research Methodology, and the School Psychology Program take the issue of plagiarism and academic dishonesty seriously. All products produced in courses and practica are expected to be original with properly identified citations. Papers, reports, reviews, and similar documents prepared by students are assumed to be original works and are not to be plagiarized from other sources and represented as one's own, including Internet-based sites, without proper citations and credit. This principle also applies to production of original test protocols and similar materials that contain accurate information provided by the examinee. Also, the faculty considers plagiarism and academic dishonesty as unethical conduct. **Even a single occurrence of plagiarism, academic dishonesty, or unethical conduct may subject a student to immediate dismissal from the program.** Students found to have committed plagiarism or academic dishonesty are subject to disciplinary action by the University and the Program, including, but not limited to:

- failure of a course
- placement on academic probation
- remedial work
- immediate dismissal from the program and Indiana University

If consideration of dismissal should arise, students are given information on due process rights and procedures.

Required Student Signature

After you have finished reading the Handbook, please sign the [attestation form](#).