



Indiana University of Pennsylvania

School Psychology PhD Program Handbook

Department of Educational and School Psychology



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WELCOME

This handbook is designed to provide information about the Ph.D. Program in School Psychology at Indiana University of Pennsylvania. In addition to this document, students are also urged to access the following documents for a complete understanding of all of the requirements relating to various degree and certification requirements:

- IUP Graduate Student Catalog
- IUP Thesis/Dissertation Manual

Program graduates are eligible for certification as school psychologists. Students may also complete an optional program for certification as Supervisor of Pupil Services through the Pennsylvania Department of Education.

Indiana University of Pennsylvania

Founded in 1875, IUP is a vibrant, comprehensive, research-based, teaching-focused, student-centered learning community. IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college. Almost 13,000 undergraduate and graduate students are enrolled in our accredited and nationally recognized programs, enjoying traditional and nontraditional classroom experiences, engaging in research and service activities with their faculty mentors, becoming lifelong learners, preparing for rewarding careers and productive lives, and developing leadership skills for effective citizenship. IUP is a Carnegie Doctoral/Research university with over 2,000 graduate students and 48 graduate programs, including 13 doctoral programs.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for Academic Success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Department of Educational and School Psychology

The School Psychology PhD Program at Indiana University of Pennsylvania was developed for advanced preparation and training of school psychologists who work with school and family-related problems of children. School psychology is seen as a specialty within the profession of psychology, and focuses on the psycho-educational abilities and development of children in the context of their individual cultural, educational, and familial experiences.

The school psychologist's role includes the prevention, assessment, and remediation of child and adolescent learning and behavior problems through direct and indirect services. Thorough knowledge of child and family development, typical and exceptional behavior, cultural influences on behavior, sound educational practice, and a wide range of diagnostic, remedial, and consultative skills are seen as essential for carrying out this role. In addition, the PhD Program will prepare students for advanced careers in leadership within a school district or at a university.

In this scientist-practitioner oriented program, training is provided in the context of a continuously changing research base and the evolving role expectations for school psychologists both nationally and within the Commonwealth of Pennsylvania.

Mission Statement and Program Objectives

The School Psychology PhD Program at Indiana University of Pennsylvania is designed to ensure that the professional school psychologist who completes the program will have an advanced knowledge base, practitioner skills, and professional qualities necessary to provide services to children and their families and leadership in the schools and community.

In order to provide these services, the school psychologist must achieve and demonstrate doctoral-level competence in the following areas:

- Data-based decision-making and accountability
- Consultation and collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

Admission

The School Psychology PhD Program at Indiana University of Pennsylvania is ideal for psychology and/or education students looking to expand their horizons. Students can enter with a bachelor's degree, and earn their PhD with as few as five years. Admission into the program at all levels requires evidence of previous scholarship and/or potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field.

Individuals seeking admission to the program must complete the Graduate School application. The following application materials are required: two letters of recommendation, transcripts, Graduate Record Examination (GRE) scores for the General Test, goal statement, and application fees. After these materials have been received, applications will be reviewed and qualified applicants will be selected for interviews with the School Psychology Admissions Committee. Following these interviews, recommendations for admission will be forwarded to the Graduate School. The Graduate School will communicate admission decisions to the applicant.

Admission to the PhD Program is based on evaluation of undergraduate and graduate transcripts, letters of recommendation, GRE test scores, work history, professional goals, and personal characteristics as determined during the interview.

All advanced programs leading to a certificate issued by the Pennsylvania Department of Education require that candidates present Pennsylvania Criminal Record (Act 34) and Child Abuse Clearances (Act 151) as well as Act 114 (FBI Fingerprinting Record) prior to any placement in a school setting or intermediate unit. Candidates for these programs should be aware that some districts or intermediate units may not accept student placements if any criminal record is reflected on these background checks. Candidates with a criminal record, even summary offenses are asked to disclose this history to their program upon entry to the program to facilitate placement. Some serious offenses, typically involving child welfare, preclude state certification. Proof of candidate clearances must be presented to the Educational and School Psychology Department annually.

Additional information concerning the application process can be found online by visiting Graduate Admissions (www.iup.edu/admissions/graduate/).

Information concerning Admission Classification and Provisional Admission for International Graduate Application can be found in the *Graduate Catalog* (see www.iup.edu/graduatestudies/catalog/).

Supervisor of Pupil Services Certificate

The program leading to the certificate for Supervisor of Pupil Services granted by the Pennsylvania Department of Education consists of 39 credits, most of which overlap with the doctoral program. Students in the doctoral program may complete the requirements through additional coursework and a special supervisory internship in pupil services. Students not in the doctoral program or those who have completed the doctorate may apply to this program if they hold permanent certification in school psychology. Students must complete a pupil services internship and take the Praxis II examination in Supervision to become certified. Further information about this program can be found on the department website (www.iup.edu/schoolpsychology).

Financial Assistance

Graduate Assistantships

IUP offers graduate assistantships to selected full-time graduate students. Duties vary across graduate assistantship positions. Assistantships are viewed as an encouragement or reward for academic excellence rather than a means to relieve financial need. Assistantships are offered for 20 hour, 10 hour, and 8 hour work weeks. All graduate assistantship awards must include both a stipend and a tuition dollar award. Therefore, students who are awarded graduate assistantships receive two different methods of payment - one for the stipend award and one for the tuition dollar award. Because stipend levels for assistantships may change from year to year, potential applicants should check with the Graduate School for current stipend levels (<http://www.iup.edu/graduatestudies/>).

Financial Aid

Students should consult the *Graduate Catalog* and contact the Office of Financial Aid for further information about other financial resources and services (see www.iup.edu/financialaid/).

Academic Advisement

The School Psychology Doctoral Director manages academic advisement. Both the advisor and the student share the responsibility of actively participating in the process of academic advisement. Students may find the following tips helpful as they work through the advising process:

- Explore your academic, career, and personal goals by devising a list of short- and long-term goals. Then track your progress on a regular basis.
- Become knowledgeable of and adhere to academic policies, procedures, and requirements.
- Utilize available resources, including those that are web-based, to monitor your academic progress.
- Be aware of graduation requirements for your major; familiarize yourself with the Graduate Catalog.
- Initiate contact with your faculty advisor early in the semester
- Come prepared to your advising sessions with a potential schedule for the upcoming semester.
- Actively participate in the advising session by asking for clarification on points you don't fully understand.
- Access and use [MyIUP](#) for academic updates, scheduling, and information gathering.
- Read your IUP e-mail and other important communication tools provided by IUP and/or your faculty advisor.

- Know the Academic Calendar. Do not miss deadlines—know when to register and when to drop/add each semester.
- Schedule courses consistent with those required for your program of study in order to meet graduation requirements.
- Accept responsibility for all academic decisions you make; your faculty advisor will present you with options.

How to Work with Your Advisor

- Learn how to read your DegreeWorks Profile in MyIUP and how to use the “what if” option.
- Consider course options before you meet your advisor.
- Become familiar with important advising dates during the semester, such as when scheduling begins, drop/add, and withdrawals deadlines.
- Learn how to use the GPA calculator in MyIUP.
- Make an appointment with your advisor early in the semester.
- Prepare a list of questions and topics to discuss with your advisor each time you meet.
- Read advising e-mails sent to you throughout the semester.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Office of the Bursar: www.iup.edu/bursar/

Office of the Registrar: www.iup.edu/registrar/

Disability Support Services: www.iup.edu/disabilitysupport/

IUP Campus Library www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

Applied Research Lab: www.iup.edu/arlab/

IT Support Center: www.iup.edu/itsupportcenter/

Veterans and Service Members: www.iup.edu/itsupportcenter/

IUP Writing Center: www.iup.edu/writingcenter/

IUP Career and Professional Development Center <http://www.iup.edu/career/>

IUP Parking Services and Visitor Center <http://www.iup.edu/parking/>

University Police <http://www.iup.edu/police/> | 724-357-2141

Crisis Intervention 24/7 Hotline: 1 - 877 - 333- 2470

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

Doctoral Programs

Work as a lead school psychologist in a school district. Advance to supervisory positions in school psychology or pupil services. Become a faculty member in a university school psychology program.

Our PhD program in School Psychology was created to help prepare you for a fulfilling career in the field. We accept applications year-round, allowing you to study full-time on your way to earning an MEd in Educational Psychology, a Post-Master's Certification in School Psychology, and a PhD in School Psychology in as little as five years. Applications before **January 15** are encouraged to ensure a spot in the program for the following fall semester.

In our School Psychology PhD program, you will prepare for the continually changing research and the evolving role of school psychologists nationally and in Pennsylvania.

You'll achieve and demonstrate competence in:

- Data-based decision-making, accountability, and information technology
- Consultation and collaboration
- Effective instruction and development of cognitive/academic skills
- Socialization and the development of important life skills
- Student diversity in development and learning
- School and systems organization, policy development, and school climate
- Prevention, crisis intervention, and mental health
- Research and program evaluation
- School psychology practice and development

Course Requirements

*Please refer to the graduate course catalog for more specific course descriptions.

YEAR ONE

SUMMER I

- EDEX 650: Exceptional Children and Youth

SUMMER II

- **EDSP 476/576: Foundations of Behavioral Analysis**
- GSR 615: Elements of Research

FALL

- EDSP 711: Introduction to School Psychology
- EDSP 755*†/855: Practicum I EDSP 789: Psychometric Theory
- ***EDEX 751: Instructional Interventions and Methods for Students with Autism Spectrum Disorder***
- PSYC 835: Advanced Psychopathology

SPRING

- EDSP 746: Academic Interventions
- EDSP 755†/855: Practicum I
- EDSP 766: Biological Bases of Behavior
- EDSP 813: Academic Assessment

Bold = BCBA only

Italics = Not required for PHD

*EDSP 755 will be taken with 1 credit associated with EDSP 711

†EDSP 755 will be taken with 1 credit associated with EDSP 813 and 1 credit associated with EDSP 746

YEAR TWO

SUMMER I

- EDSP 705: Multicultural Issues in Schools and Communities
- EDSP 747: Psychology of Human Development

SUMMER II

- PSYC 810: Historical Trends in Psychology
- PSYC 852: Behavioral, Cognitive, and Affective Processes

FALL

- EDSP 745: Counseling for School Psychologists
- EDSP 755†/855: Practicum I
- EDSP 812: Cognitive Assessment
- EDSP 863: Assessment of Personality and Behavior

SPRING

- EDSP 755*†/855: Practicum I
- EDSP 760: Group Counseling for School Psychologists
- EDSP 814: Advanced Assessment of Low-Incidence Disabilities
- EDSP 818: Consultation in Applied Settings
- EDSP 849/949: Advanced Practicum in School Psychology and Supervision

*EDSP 755 will be taken with 1 credit associated with EDSP 760

†EDSP 755 will be taken with 1 credit associated with EDSP 812 and 1 credit EDSP 863

YEAR 3

SUMMER I

- **EDSP 748: Fundamentals of Behavior Change**
- EDSP 849/949: Advanced Practicum in School Psychology and Supervision

SUMMER II

- EDSP 717/817: Applied Educational Research Methods
- **EDSP 758: Advanced Behavioral Assessment and Intervention**

FALL

- EDSP 755/855*: Practicum I
- **EDSP 911: Legal and Ethical Principles in School Psychology**
- EDSP 915 Doctoral Seminar in Applied Educational Research
- EDSP 942: Neuropsychology of Children's Learning Disorders

SPRING

- EDSP 916: Doctoral Seminar in Advanced Educational Research
- EDSP 978: School Counseling Practicum
- ***EDEX 753: Research Seminar in Special Education or ELECTIVE***
- PSYC 858: Advanced Social Psychology

Bold = BCBA only

Italics = Not required for PHD

*EDSP 855 will be taken with 1 credit associated with EDSP 942

YEAR 4

SUMMER I

- EDSP 945: Clinical Supervision in Psychology
- EDSP 949: Advanced Practicum in School Psychology and Supervision

SUMMER II

- EDSP 994: Introduction to Dissertation
- EDSP 836: Personality Theory and Systems of Psychology (Prospectus meeting and RTAF required)

FALL AND SPRING

- *EDSP 995 or EDSP 952: Dissertation or Internship

*Students who take EDSP 995 in Year 4 should defend by end of Year 5

YEAR 5

SUMMER I AND II

- EDSP 952: Internship

FALL AND SPRING

- *EDSP 995 or EDSP 952: Dissertation or Internship

WINTER

- *EDSP 975 (optional): Supervision of Pupil Services*

*Students who take EDSP 995 in Year 5 should defend by end of Year 5

Italics = Not required for PHD

Evaluation of Students

As a group, faculty members formally review student performance with regard to both academic and professional behavior standards on the following schedule:

First Year Students	Progress review prior to second year
Second Year Students	Progress review prior to third year
Third Year Students	Progress review prior to fourth year
Fourth Year Students	Progress review prior to fifth year
Fifth Year Students and Beyond	Progress review prior to six and subsequent years

Other Evaluation Formats

Student Portfolio	Conclusion of each semester
Candidacy Exam	Late spring/Early summer of Second Year (taken with the certification students)
Praxis Exam	At student’s discretion (around second or third year is encouraged)
Comprehensive Exam	During late spring or early summer of Year 4 (prior to internship or dissertation)
Internship Field Supervisor Evaluation	After each semester of internship

Knowledge and Skills Standards

Courses taken in the School Psychology Program are intended to educate students in the 10 areas of school psychology training and practice listed in the Program Objectives section of this handbook. Faculty grading in courses related to these domains represent the individual faculty member's evaluation of the student in that domain. Students are also expected to maintain an electronic portfolio of examples of their best work in both courses and field placements.

Professional Behavior Standards

In addition to mastery of these areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behavior in keeping with the professional standards of school psychology. The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program: *Ethics*

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines.
- Demonstration of knowledge/application of other statutes regulating professional practice.

- Demonstration of concern for client welfare.
 - Demonstration of appropriate client-school psychologist relationships.
- Professional Department*
- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
 - Appropriate involvement in professional development activities (e.g., professional associations)
 - Appropriate interaction with peers, colleagues, staff, trainees, etc.
 - Awareness of impact on colleagues (faculty and students).
 - Completion of assigned tasks in a timely fashion and in an acceptable format.

Sensitivity to Client Issues.

- Acknowledgment and effective interactions with:
 - children
 - parents
 - teachers
 - school administrators
 - other school staff (e.g., social workers, counselors, therapists, etc.)
 - sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, sex, age, disability, sexual orientation, race, etc.)

Use of Supervision

- Appropriate preparation.
- Accepts responsibility for learning.
- Openness to feedback/suggestions.
- Application of learning to practice.
- Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
- Appropriately self-reliant.
- Appropriately self-critical.

Other Training Issues

- Effective management of personal stress.
- Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
- Formulation of realistic professional goals for self.
- Appropriate self-initiated professional development (e.g., self-initiated study).

If performance is less than satisfactory, feedback will be provided to the student immediately following the evaluation process and a performance enhancement plan will be developed.

Performance Enhancement Plan

Students who are identified by faculty members as demonstrating weakness in the areas of clinical competencies, personal maturity and interpersonal skills, or academic aptitude and coursework (see Table 1 for details) will be asked to meet with their faculty advisor. Unless the presenting problem is severe enough to require immediate withdrawal from the program, a performance enhancement plan will be developed at this meeting. This plan will be based on the weakness identified and will be mutually agreed upon by the advisor, other faculty members (if appropriate), and the student. Success of the plan will be evaluated no less than six weeks after the plan is implemented and feedback given to the student. If the plan has not been successful, the student's performance will again be submitted to the faculty as a group for further decision-making and recommendations.

Table 1. Department of Educational and School Psychology: Student Review Rubric

Professional Skills	Description	1	2	3	4	n/a	Comments
Ethical Behavior	Demonstration of knowledge/application of APA/NASP ethical guidelines and professional standards for practice; demonstration of knowledge/application of other statutes regulating professional practice; demonstration of concern for client welfare; demonstration of appropriate client-school psychologist relationships.						
Personal Maturity & Interpersonal Skills	Recognizes personal limitations; reacts in emotionally appropriate manner in difficult situations; recognizes own biases and assumptions about human behavior; is authentic, sincere, and able to admit mistakes; demonstrates a sincere interest in the welfare of others; demonstrates receptiveness to feedback, possesses the ability to be self-reflective; demonstrates professional behavior; is psychologically healthy; is sensitive to multicultural issues; establishes, maintains, and respects boundaries.						
Academic Aptitude and Coursework	Communicates ideas well orally and in writing on reports, summaries, and case studies; shows openness to new learning experiences; is ethically and morally grounded in laws and procedures; is prepared for class and practices outside of class; is appropriately self-disclosing; integrates knowledge, skills and self; prompt in turning in assignments, participates successfully and fully in group projects; demonstrates evidence of achieving class goals, participates in class with minimal absences/lateness.						
Supervision	Demonstrates a willingness to learn through active participation in individual, small group and other supervisory situations and a willingness to receive feedback; adheres to professional ethics and legal standards; shows professionalism; demonstrates the ability to conceptualize and reflect upon assessment and intervention skills; demonstrates awareness of self and others.						

If the deficiencies are not overcome, the student's participation in the program may be terminated. A recommendation for termination may occur at any time during the student's program by a two-thirds vote of the School Psychology faculty, based on a recommendation from the student's advisor or dissertation committee.

The student may make a request, in writing, for a hearing before the School Psychology Committee prior or subsequent to the recommendation for termination decision.

Students are advised to be fully aware of procedures and requirements of the Graduate School regarding grading, continuation in a program, disciplinary regulations, and academic honesty.

Candidacy/Qualifier Exam

In late spring/Early summer of Second Year, students complete a two-day candidacy exam designed to assess their knowledge in areas relevant to the practice of school psychology. Doctoral students take these exams with the certification students. The areas to be assessed include: Data-based Decision Making; Socialization and Student Diversity; Professional School Psychology; Learning and Consultation; Research and Program Evaluation; and Counseling, Prevention, Crisis Intervention, and Mental Health. Each examination is graded as “pass,” “pass with reservation,” or “fail.” Faculty grading these examinations provide feedback to students approximately two weeks after the examination is completed. Students pass the examination when all area examinations receive a passing grade. Any examination in which a “pass with reservation” is earned must be remediated through an individual plan with the faculty member responsible for that area. Students must re-take any individual examination in which they receive a failure rating. Failure in any three areas, or any combination of four “pass with reservations” or “fail,” will be considered a failure of the entire comprehensive examination. Successful completion of the examination is a prerequisite for beginning the certification internship. All deficiencies of any type must be made up before the student begins internship. Students who do not pass the comprehensive examination after two attempts will be referred to the School Psychology Committee, which will consider various actions including additional coursework, termination from the program, etc. Further guidelines about these examinations may be found on the department website (www.iup.edu/schoolpsychology).

Praxis II Examinations

The Commonwealth of Pennsylvania requires that students also earn passing scores on the Praxis II Specialty Area Test/School Psychology. The Praxis II examination may be taken at any time after the student completes the comprehensive examination.

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Comprehensive Exam

Doctoral students are required to take their doctoral comprehensive examination during the Summer semester of their Fourth Year. This examination consists of a two-day written examination that covers the following areas: Assessment and Intervention, Research, and Organizational-Systems Consultation. Thus, three questions are posed to students. Students are evaluated on rubrics that are specific to each question. Each rubric results in Pass, Pass with Reservation, or Fail. Students must resolve any question in which Pass with Reservation was earned. Students must re-take any question in which Fail was earned. If a student Fails a question twice, the department’s School Psychology Committee will provide

a determination regarding the student's status in the doctoral program. The committee may decide an improvement plan is needed or that the student may no longer enroll in courses and is terminated from the program.

Students should be notified within three weeks following both the certification and doctoral comprehensive examinations regarding the committee's evaluation of their responses. Students who do not pass these doctoral comprehensive examinations after two attempts will be referred to the School Psychology Committee, which will consider various actions including additional coursework, termination from the program, etc.

Additional information about these examinations can be found on the department website: (www.iup.edu/schoolpsychology). For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Degree Completion

School Psychology PhD Program

As students near the completion of the internship or dissertation experience (whichever comes last), they must have successfully completed all coursework (earning a 'B' or higher in all core courses), passed the Candidacy Exam, Praxis II Exam, and the Comprehensive Exam in addition to successfully defending the dissertation. In addition, any student who has been on an improvement plan must have successfully resolved/completed all items on the plan.

For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Dissertation

Making steady progress toward the degree means higher quality work overall, and greatly increases your ability to complete the program. Check your IUP e-mail account regularly throughout the year; we will use it to communicate with you. Check in with your dissertation advisor on a regular basis after you finish course work and until you graduate. You should contact your advisor once a semester as a minimum to report on your progress. It is your responsibility to stay in contact with your advisor on this regular basis to support your continuing progress.

Students must register for three credits of dissertation in successive fall and spring semesters until nine credits are earned. Students who are enrolled in internship credits during this period may defer taking dissertation credits for that term. Students then register for one credit of dissertation in fall and spring terms until they graduate (except for semesters when they taking internship credits). For this period, the student will be considered a full-time doctoral student. Until the dissertation or thesis is successfully

defended, a grade of “R” will be assigned to each registered credit. Upon successful completion of the dissertation, the grade assigned by the dissertation chair will apply to all registered dissertation credits.

You are eligible to begin the dissertation process if you have:

- Successfully completed all coursework (earning a ‘B’ or higher in all core courses; excluding the internship course)
- Passed the Candidacy Exam
- Passed the Comprehensive Exam
- Passed the Praxis II Exam
- Established a dissertation chair and committee
- If applicable, resolved or making adequate progress on an Improvement Plan
- Filed a Research Topic Approval Form (RTAF) form - this is the form that you file with the SGSR that stipulates your title, topic, and dissertation committee members.

Dissertation Committee

A dissertation committee consists of **THREE or more** faculty members (minimum). At least half of the committee must be EDSP faculty members. No person may serve on a dissertation committee if that person is in the immediate family of the student. Immediate family is defined as: spouse, child, stepchild, parent, stepparent, parent-in-law, brother, sister, brother-in-law, or sister-in-law.

Dissertation Chair

- Your dissertation chair must be an EDSP faculty member.
- The dissertation chair is sometimes also referred to as the “dissertation advisor” or “dissertation director.”
- You will work closely with your dissertation chair from the inception of your topic through all the stages of the dissertation.
- If you need help choosing an advisor please meet with the Director of the Doctoral Program, who can advise you on possible chairs for your committee based on the topics faculty research.

Members/Readers (minimum - 2)

- One reader must be from the EDSP department. The second reader may be from the EDSP department or from other departments on campus (i.e., Special Education, Psychology, etc.), or a member of another PASSHE school.
- Additionally, there may be an outside reader (see Outsider Reader subsection for more information).
- Readers may be consulted about questions that fall in their fields of expertise, but they normally respond only to the final draft of your first three chapters and dissertation. At

the defense, the readers again play an important role in responding to and approving the final draft of your dissertation.

You are expected to maintain a professional relationship with each member of your committee, and you should expect committee members to do the same with you and with one another.

Outside Readers

If a student and dissertation advisor think it would be appropriate, it is possible to invite an outside scholar to be a reader on the committee. This outside reader should be involved in graduate education at his or her own institution and have publications in the field. The outside reader must be approved by the Director of the Doctoral Program, the Senate Graduate Committee, and the Graduate Dean; the official approval request is initiated by the Director of the Doctoral Program.

To invite an outside reader to join the dissertation committee, the student should send an e-mail request to the Director of the Doctoral Program and include:

- a brief statement of the student's dissertation topic,
- a brief justification as to why the scholar is being invited to be an outside reader (e.g., "Dr. X has expertise in such-and-such and this expertise is important for the student's dissertation.")
- a copy of the potential outside reader's CV.

The program coordinator will then take the request through the approval process and the dissertation chair will receive a letter stating that the reader has been approved. IUP does not compensate outside readers for their service.

Steps to Completing the Dissertation

The dissertation experience will consist of the following steps:

1. The student will develop an appropriate research topic in consultation with the chair and committee.
2. The student will then write a prospectus of the proposed study in consultation with the chair of the committee.
3. The student will then present the prospectus at a meeting with the committee. The purpose of this meeting is to craft a dissertation plan that is approved by the committee.
4. After the prospectus meeting, the student will distribute a copy of the proposal to all members of the committee. If the topic is acceptable to all committee members, the *Research Topic Approval Form* (RTAF) will then be completed with the necessary signatures. This form should be filed at least two academic terms before the student expects to graduate (see *IUP Thesis/Dissertation Manual*). The approved prospectus must be submitted with the RTAF.

5. When utilizing human subjects as part of the research, the student must complete the necessary forms in order to obtain approval from the Institutional Review Boards (IRB) of both the Department and the University. Forms may be obtained from the Graduate School. IRB approval must be obtained before any data can be collected.
6. After approval of the RTAF and IRB, the student will write Chapters 1, 2, and 3 of the dissertation. After the chair has approved the above chapters, the student will distribute copies of these chapters to all members of the committee. The student should allow a minimum of three working weeks for faculty to review of all submitted material. A Three Chapter Defense will then be scheduled at IUP with members of the committee. Only after the student passes this defense can he or she proceed with data collection. Doctoral students are required to defend the first three chapters of their dissertation within two years of passing the doctoral comprehensive examinations.
7. The student should follow the guidelines presented in the *IUP Thesis/Dissertation Manual* in order to comply with format and style requirements.
8. It is recommended that the student maintain ongoing contact with all committee members throughout the dissertation project so they can provide appropriate feedback to the student. After the entire dissertation has been approved by the chair, the student will distribute copies of the dissertation to all members of the committee. After the committee has had three working weeks to read the document, a meeting will be scheduled at IUP with members of the committee for a final oral defense of the dissertation. After this process has been successfully completed (i.e., the student passes the defense), the student will follow the procedures listed in the *IUP Thesis/Dissertation Manual* to ensure that all of the necessary paperwork has been completed and the fees for binding, microfilm, etc., have been paid.
9. The student will provide an electronic copy of the dissertation to the Graduate School, the Department of Educational and School Psychology, and the chair of the committee.
10. If the committee fails to approve the dissertation, the proposal defense, or the final oral defense, the student may be required to schedule another meeting with the committee in order to demonstrate a resolution of the committee's concerns.

Submitting the Research Topic Approval Form (RTAF)

1. Work with your dissertation chair to develop a proposal of your intended dissertation research project including the topic, rationale, method of study, references and estimated timeline for the project. Please see the Thesis/Dissertation Handbook for an example of one of these proposals: <http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-manual/>.
2. Obtain a Research Topic Approval Form from the Graduate Office or from the SGSR website: <http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/all-forms/>
3. With your dissertation chair's approval, schedule a Topic Approval Meeting. This meeting may also be called a "proposal meeting." This is an informal meeting to discuss your topic, rationale, method, etc.
4. Once your RTAF is finalized and committee members have signed it, turn it in to SGSR.
5. Work diligently on your first three chapters. Review the Thesis and Dissertation information provided by the Graduate School at <http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-manual/>.
6. Follow the most recent version of the IUP Thesis/ Dissertation Manual from SGSR (<http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-manual/>) and the current edition of the APA or MLA manual. Plan to schedule the Three Chapter Defense within one year of completing your coursework.

Preparing Your First Three Chapters

Once your committee has agreed to serve, your topic has been approved, and you have filed your RTAF; it is time to write the first three chapters of your dissertation. At the "Three Chapter Defense" meeting, your committee will determine your readiness and ability to complete a dissertation research project based on this document. The chapters must follow the guidelines in SGSR's Thesis/Dissertation Manual and APA. Prior to the final defense of the dissertation, you should expect to revise all of these chapters in light of the remaining chapters of your dissertation. Nonetheless, the chapters for the Three Chapter Defense should represent your highest quality work.

You will develop the three chapters under the guidance of your dissertation chair. Your advisor may recommend that you consult your committee members on specific issues pertaining to their areas of expertise. Readers do not pre-approve chapters or duplicate the work of the dissertation chair.

The specific nature of the three chapters to be presented to the committee will vary, depending on the type of research being conducted (a theoretical vs. an empirical study, for example). But in all cases, the three chapters must demonstrate an argument for the need for the study with respect to the existing literature. The student must demonstrate his/her breadth of knowledge. Most all dissertations follow this format:

- Chapter 1: Introduction. Conceptualizes the topic and situates it broadly within the existing literature, outlines an argument based on the need for the study, and presents specific research questions.
- Chapter 2: Literature Review. Develops in-depth the argument introduced in Ch. 1 by critically analyzing and synthesizing the relevant literature in the field, explaining both the

contributions and limitations of this research with respect to the student's own project, defining key terms, and providing transitions into the next chapter.

Chapter 3: Methodology. Describes the research design, site, participants, documents, materials, and data collection and analysis.

Three Chapter Defense

You must schedule at least **three working weeks** of reading time each time you send a draft to your chair or to your readers. This meeting is not a public event. Therefore, it is closed to individuals other than the student and committee members. During the Culminating Evaluation meeting the student will demonstrate a sound argument for the need for the study, breadth of knowledge of the field and relevant sub-fields, a clear focus and organization, and good writing quality. The committee will evaluate the student's oral and written performance and the dissertation chair will notify the Director of the Doctoral Program regarding the outcome.

Three Chapter Defense: Possible Outcomes

The committee will decide on one of these possible outcomes, and at the conclusion of the meeting, will submit the decision to the Director of the Doctoral Program:

- **Pass.** This outcome applies when the student has demonstrated, through both the chapters submitted and performance during the meeting, that she or he has met the criteria listed above and is well-prepared to undertake the dissertation research. In such cases the three chapters will require only minor revisions, and the student will respond to any concerns in a way that gives readers confidence the final defense will be successful. At this point, the student continues the dissertation process and, if they have not already done so, submits an application to the Institutional Review Board for the Protection of Human Subjects (IRB). In some cases IRB approval may need to be obtained earlier in the process. Consult with your advisor about the best time to submit the IRB application.
- **Fail.** A Fail means that the student has demonstrated that he or she is unlikely to produce a successful dissertation and thus is not permitted to complete the program; the advisor will provide the student with reasons for the decision based on the committee's evaluation of the student's work.

IRB Protocol

Federal regulations, and general ethical considerations, require that all research involving human participants meet certain federal guidelines for the protection of participants. Those regulations also established the requirements that must be met by an Institutional Review Board (IRB) for the Protection of Human Subjects. You can find out more about IUP's IRB board at

<http://www.iup.edu/irb/default.aspx>. IRB forms and applications instructions can be found at <http://www.iup.edu/page.aspx?id=6599>.

IUP's IRB board meets once a month to review cases that involve protected populations or unusually challenging research. Most other cases are eligible for expedited review and are reviewed on an ongoing

basis without the wait for the monthly meetings. This makes the turn around time for most cases reviewed by IUP's IRB board considerably less than one month. Make sure that you work with your dissertation director, who will also serve as the official co-investigator for your research, as you work through your IRB protocol. You will also need your director's signature on the IRB form so plan time for both protocol development, obtaining your director's signature, and IRB turn around time when planning your research.

Dissertation Defense

The dissertation defense, all revisions, and uploading the final copy of the dissertation to ProQuest, must occur before a student reaches the 7-year limit. All students living within the contiguous United States are required to attend the Dissertation Defense in person.

Dissertation Defenses are public events.

When you give your copy of the dissertation to your committee for the defense, it should represent your best work and conform to the SGSR Thesis/Dissertation manual you began with. The dissertation defense will cover the entire dissertation and, at the conclusion of the meeting, the chair will notify the Director of the Doctoral Program regarding the outcome.

Dissertation Defense: Possible Outcomes

- **Pass.** If a student passes, the committee members may sign at the end of the defense or opt to see revisions before signing.
- **Fail.** A Fail means that the student has demonstrated that he or she is unlikely to produce a successful dissertation and thus is not permitted to complete the program; the advisor will provide the student with reasons for the decision based on the committee's evaluation of the student's work at the defense meeting.

Submitting the Dissertation to the University

Be sure to consult the SGSR *Thesis/Dissertation Manual* early and often, as it contains information about specific requirements for formatting and submitting your dissertation. The final step in the process is to submit the dissertation, following the SGSR requirements for electronic submission (<https://staging.www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/finishing-your-degree/preparing-and-submitting-theses-and-dissertations/>). A bound copy is no longer required for the library in the English Graduate Office or the IUP library. You, your advisor, and committee members may request a bound copy.

Bound Copies

Because dissertations are available online once you submit them electronically, it is not necessary to give your director or committee members a bound copy of your dissertation. If someone on your committee does ask for a bound copy, though, you should provide the person with one; but with storage space being limited, most people do not require a bound copy.

We definitely recommend that you get at least two bound copies for yourself, (1 to keep and 1 for loaning out). You can find out more about binding options on the following SGSR website: <https://staging.www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/finishing-your-degree/thesis-dissertation-printing-and-binding-options/>

Graduation

In order to graduate, you must apply for graduation by the SGSR deadline. You can find out more about the graduation process at <http://www.iup.edu/commencement/graduate/how-to-apply-for-graduation/>

It is important to note that student who will finish their dissertation process for an August graduation, will be allowed to walk in the large, University-wide May ceremony, but not in the large, University-wide December ceremony.

University Policy and Procedure

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thefsource/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Continuous Graduate Registration for Dissertation and Thesis

***Note: Admission effective fall 2017 and after:** Masters thesis, MFA thesis and Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all** doctoral and masters thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or masters thesis credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

***Note: Admissions prior to fall 2017:** doctoral dissertation students and MFA thesis students beginning the program "prior" to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy which applies to doctoral and MFA students only.

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended

credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or M.F.A. student.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

Note: The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

For doctoral students in the School Psychology PhD program, all credits must be "in residence" with the exception of transfer credits that were approved by the department and SGSR (see Transfer Credit Policy). The School Psychology doctoral program may accept up to 9 credits transferred from another institution. Courses a student wishes to have considered for consideration must meet program requirements, which follow rigorous standards of accrediting and approving organization such as the National Association of School Psychologists.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.

Active-duty service members who are graduate students will be handled on a case-by-case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

<http://www.iup.edu/registrar/students/registration/>

For more information regarding registration and tuition billing, please contact the Office of the Bursar:
www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/socialequity/

For more information regarding University policy, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(*IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.*)

Time Limitations

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Doctoral Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.

Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision, **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and

amount of time by the Dean (or designee) of the SGSR to support the request.

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Transfer of Credits Policy

A doctoral student in the School Psychology program may transfer graduate credits from another institution, with Department and SGSR approval for up to 9 credits of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, meet rigorous standards of accrediting and approving organizations (i.e., National Association of School Psychologists) within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.

To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned graduate credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Research

Applied Research Lab: www.iup.edu/arl/

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

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Signature Page

Dear School Psychology PhD Student,

Congratulations on choosing to further your education in the School Psychology PhD Program at IUP!

So that your experience in the graduate program is the best it can be, this handbook provides one location for information essential to you. Not only does it contain information regarding program policies, but it also includes IUP policies and procedures.

Your signature below indicates that you are responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to the Director of the School Psychology Ph.D. Program by
the first week of the semester.

The Educational and School Psychology Department will keep this signed document on file.