

Illinois State University
Department of Psychology
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DOCTORAL PROGRAM in SCHOOL PSYCHOLOGY

The doctoral program in School Psychology is accredited by the Commission on Accreditation of the American Psychological Association, 750 First Street, NE, Washington, D.C. 20002-4242, (202) 336-5979. The doctoral program is approved by the National Association of School Psychologists, the Council for the Accreditation of Educator Preparation, and the Illinois State Board of Education.

Doctoral Program Policies and Procedures and Field Placement Information 2020-2021

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Table of Contents

| | |
|--|-------------------------------------|
| Introduction..... | 5 |
| Evolution of the Graduate Programs in School Psychology..... | 5 |
| Conceptual Framework..... | 6 |
| Program Philosophy: Values and Principles..... | 6 |
| School Psychology Faculty..... | 9 |
| School Psychology Coordinating Committee..... | 11 |
| School Psychology Community Advisory Committee..... | 11 |
| Professional Associations..... | 11 |
| Program Advisor..... | 11 |
| Mentors..... | 12 |
| Residency..... | 12 |
| Background Check..... | 12 |
| Financial Assistance..... | 12 |
| Graduate Assistantship..... | 12 |
| Insurance Coverage..... | 14 |
| Confidential Records..... | 14 |
| Retention of Records..... | 15 |
| Ethical Treatment and Grievance Procedures..... | 15 |
| Academic Integrity..... | 15 |
| Time Limit to Complete Degree..... | 15 |
| Program Aims and Competencies..... | 16 |
| Minimal Levels of Achievement..... | 19 |
| Retention Standards and Evaluations..... | 19 |
| Professional Competency Problems..... | 23 |
| Program Curriculum..... | 25 |
| Transferring Graduate Credit..... | 28 |
| Course Exemption..... | 28 |
| Admission to the Specialist Program..... | 29 |
| Overview of Field Experiences..... | 29 |
| Training Sites..... | 30 |
| Program Logs..... | 32 |
| Portfolio..... | 32 |
| First Year Fieldwork/Practicum..... | 33 |
| First Year Fieldwork Supervision and Evaluation..... | 37 |
| Entry-Level Practicum..... | 37 |
| Entry-Level Practicum Supervision and Evaluation..... | 38 |
| Advanced Practicum..... | 39 |
| Advanced Practicum Supervision and Evaluation..... | 39 |
| Annual Progress Reports..... | 39 |
| Doctoral Degree Audit Worksheet..... | 40 |
| Research Apprenticeship or Master’s Thesis..... | 40 |
| Dissertation..... | 44 |
| Comprehensive Examination..... | 47 |
| Pre-Internship Certification..... | 48 |
| Internship Selection Process..... | Error! Bookmark not defined. |
| Internship..... | Error! Bookmark not defined. |
| Internship Supervision and Evaluation..... | 51 |

| | |
|---|----|
| Degree Audit..... | 53 |
| Licensure..... | 53 |
| Graduation..... | 54 |
| Alumni Employment..... | 54 |
| Continuing Professional Development | 54 |
| Annual Program Assessment | 55 |
| Appendix A: Doctoral Program Schematic of Performance-based Assessments | 56 |
| Appendix B: Suggested Five-Year Course Sequence..... | 57 |
| Appendix C: Checklist of Important Dates..... | 59 |
| See the Doctoral Comprehensive Exam Website | 63 |
| <i>Comprehensive Examination Registration Form</i> | 63 |
| See the Doctoral Forms Website..... | 63 |
| <i>Academic Professional Development Information</i> | 63 |
| <i>Apprenticeship/Thesis/Dissertation Progress Report</i> | 63 |
| <i>Course Exemption Request</i> | 63 |
| <i>Critical Skill Development Plan (review PDF)</i> | 63 |
| <i>Discussion of Employment</i> | 63 |
| <i>Doctoral Degree Audit Worksheet</i> | 63 |
| <i>Doctoral Internship Plan</i> | 63 |
| <i>Doctoral Internship Site Eligibility Criteria</i> | 63 |
| <i>Doctoral Trainee Internship Site Evaluation</i> | 63 |
| <i>First Year Trainee Mid-Year Evaluation by Faculty (review PDF)</i> | 63 |
| <i>Graduate Assistant Performance Evaluation (review PDF)</i> | 63 |
| <i>Mid-Year Feedback Conference Summary (review PDF)</i> | 63 |
| <i>NASP Nondiscrimination and Equal Opportunity Policy (review PDF)</i> | 63 |
| <i>Non-Licensure Internship Acknowledgement</i> | 63 |
| <i>Program Log (Excel spreadsheet for fieldwork, practica, and internship)</i> | 63 |
| <i>PSY 436A04 Psychoeducational Practicum RtI Field Placement Agreement (sample)</i> | 63 |
| <i>PSY 498A05 First Year Fieldwork Weekly Reflection Log</i> | 63 |
| <i>PSY 498A05 First Year Fieldwork/Practicum Head Start Placement Agreement (sample)</i> | 63 |
| <i>PSY 498A05 First Year Fieldwork/Practicum Public School Placement Agreement (sample)</i> | 63 |
| <i>PSY 498A05 First Year Fieldwork/Practicum TAP Placement Agreement (sample)</i> | 63 |
| <i>PSY 498A05 First Year Head Start Site Supervisor Evaluation</i> | 63 |
| <i>PSY 502 Research Apprenticeship Agreement</i> | 63 |
| <i>PSY 590 Advanced Practicum Request</i> | 63 |
| <i>PSY 590 Advanced Practicum Agreement</i> | 63 |
| <i>School Psychology Program Practicum Evaluation (for PSY 498A05, 436A04, 436A05, 590)</i> | 63 |
| See the Doctoral Thesis Website | 63 |
| <i>Change of Thesis Committee/Project</i> | 63 |
| <i>Department Approval of Thesis Committee</i> | 63 |
| <i>Department Approval of Thesis Committee Chair</i> | 63 |
| See the Doctoral Dissertation Website..... | 64 |
| <i>Change in Dissertation Committee/Project</i> | 64 |
| <i>Department Approval of Dissertation Committee</i> | 64 |
| <i>Department Approval of Dissertation Committee Chair</i> | 64 |
| See the Graduate School Academics (Forms) Website..... | 64 |
| <i>Final Deposit Checklist</i> | 64 |
| <i>Outcome of Defense Form</i> | 64 |
| <i>Proposal Approval Form</i> | 64 |
| <i>Request for Change in Graduate Degree Audit</i> | 64 |

| | |
|--|----|
| <i>Request for Transfer of Credit</i> | 64 |
| <i>Request to Extend Time to Degree</i> | 64 |
| <i>Right to Defend Form</i> | 64 |
| See the Graduate School Academics (Graduation and Commencement) Website | 64 |
| <i>Application for Completion of Degree and Commencement Participation</i> | 64 |
| <i>Doctoral Degree Audit</i> | 64 |
| <i>Master's Degree Audit</i> | 64 |
| See Other Websites | 64 |
| <i>Content Area Test in School Psychology</i> | 64 |
| <i>Free Application for Federal Student Aid</i> | 64 |
| <i>Intent for Licensure</i> | 64 |
| <i>Praxis II Exam in School Psychology</i> | 64 |

Introduction

Welcome to the Doctoral Program in School Psychology and the Department of Psychology at Illinois State University! The Graduate Programs in School Psychology have a long history. Since 1957, more than 600 practicing school psychologists were educated at Illinois State. The purpose of the Graduate Programs in School Psychology is to prepare our graduates to provide the highest quality educational and mental health services for children and families. Our alumni become school psychologists in schools, mental health centers, hospitals, colleges and universities, and independent practice. They enter the profession with an understanding of the legal and ethical responsibilities of their practice, and are sensitive to the needs of children and families based on a variety of cultural and individual differences and diversity including age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Compared to the specialist program, the Doctoral Program provides advanced training in applied skills and has a greater emphasis on scientific inquiry. For purposes of clarity and to reflect their professional training status, graduate students in the Doctoral Program are referred to as “trainees.”

The Doctoral Program’s Policies and Procedures, which are updated annually, provide an extensive review of the requirements for completing a doctorate in School Psychology. These policies and procedures are designed to make the academic experience more organized, productive, and enjoyable. Trainees should read this material to become thoroughly familiar with the program, department, and University requirements for graduation. Trainees are also encouraged to access the [Doctorate in School Psychology website](#) for additional information.

The cover page of the Doctoral Program’s Policies and Procedures identifies program coordinator. If you have any questions regarding the Doctoral Program, department, or University, contact any School Psychology faculty member or the department’s Graduate Programs Office. We are looking forward to working with you, and hope your graduate studies at Illinois State are productive, satisfying, and successful.

Evolution of the Graduate Programs in School Psychology

- 1957 The first class of students graduated with a Guidance and Personnel-Counselor master’s degree and were qualified to work as psychologists in the schools. Dr. Stanley S. Marzolf, a clinical psychologist is the director of the School Psychology Program.
- 1960 The degree is changed to School Psychologist-Counselor. The first class of students graduated.
- 1967 A separate degree program in school psychology is established. Dr. Audrey Grupe is hired as the program coordinator and served in this capacity until her retirement in 1987.
- 1976 The School Psychology Program received approval from the State of Illinois Teachers Certification Board to grant certification by entitlement.
- 1990 The Doctoral Program in School Psychology is established. The first class of students is admitted.
- 1990 The School Psychology Program completed a folio review and received approval from the National Association of School Psychologists (NASP). This is the first time the School Psychology Program completed the more rigorous review process.
- 1991 The specialist degree replaced the master’s degree. The first class of specialist students graduated.
- 1997 The first doctoral student graduated with a doctorate degree (Ph.D.).
- 1998 The Doctoral Program is awarded accreditation by the American Psychological Association (APA). NASP approval is extended through 2003 for the Doctoral Program.
- 2001 APA accreditation is extended through 2005 for the Doctoral Program.
- 2003 The specialist and doctoral programs received full approval from NASP.
- 2005 The Doctoral Program completed a self-study. APA accreditation is extended through 2012.

- 2006 This is the 50th Anniversary of the training of school psychologists at Illinois State. NASP approval was extended through 2016 for the specialist and Doctoral programs.
- 2012 The Doctoral Program completed a self-study. APA accreditation is extended through 2019.
- 2012 The Doctoral Program received full approval from NASP through 2019.
- 2017 The specialist program received full approval from NASP through 2023.
- 2019 The doctoral program completed the APA process for reaccreditation, which includes a 7-year self-study and a site visit.
- 2020 APA accreditation is extended through 2029 for the doctoral program.

Conceptual Framework

The Doctoral Program in School Psychology is accredited by the Commission on Accreditation of the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP), the Council for the Accreditation of Educator Preparation (CAEP), and the Illinois State Board of Education. With APA accreditation and approval by NASP and CAEP, the Doctoral Program meets the national standards for the education of entry level health service psychology providers within the specialty of school psychology. The program provides high quality broad and general training with a comprehensive curriculum and properly supervised practicum experiences. Our graduates are eligible to sit for the examinations leading to the credentials of a Nationally Certified School Psychologist, licensed school psychologist in Illinois (Professional Educators License with an endorsement in School Psychology), and (with the appropriate post-doctoral experience) as a licensed clinical psychologist in Illinois. Accreditation and approval allows our graduates the ability to transfer credentials for employment in other states.

Program Philosophy: Values and Principles

The values and principles of the Doctoral Program include socializing trainees to study the science and practice of school psychology and preparing health service psychology providers within the specialty of school psychology to:

1. Significantly improve the lives of children, adolescents, and their families,
2. Be aware of and sensitive to the needs of children and families from diverse backgrounds,
3. Provide the highest quality educational and mental health services for children and families while functioning as change agents in the systems in which they work,
4. Integrate science and practice while providing evidence-based professional services and conducting clinically relevant research,
5. Understand the legal, ethical, and professional responsibilities of their practice, and
6. Be life-long learners while maintaining competencies as professional health service psychology providers within the specialty of school psychology.

The program adopted a broad definition of cultural and individual differences and diversity consistent with the APA Standards of Accreditation that includes, but is not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Scientist-Practitioner Model

The Doctoral Program emphasizes the scientist-practitioner training model of health service providers in psychology, in which the science of psychology is used as a framework for the practicing school psychologist to help children, adolescents, and their families from an evidence-based perspective. In the scientist-practitioner model, research and practice are mutually beneficial. While research questions arise from the experience of working with clients, conducting research improves the quality of help provided to

clients. The department's faculty members serve as research colleagues with trainees. Research opportunities include volunteering on research teams, working as a research assistant, and completing a research apprenticeship or master's thesis, and a dissertation. The comprehensive examination is also an opportunity for advanced doctoral trainees to demonstrate their knowledge of the research literature relevant to the cases and problems presented in the exam.

Trainees receive training and experience in research that helps answer both applied and theoretical questions. The scientist-practitioner model requires field-based work with children, adolescents, and young adults. Therefore, our program curriculum offers real-world experiences with clients, parents, and teachers in which trainees apply theories and evidence-based practice learned in the college classroom.

As scientist-practitioners, our graduates are able to distinguish fact from opinion in the application of psychological principles to human behavior. Graduates use existing theory and supportable techniques to develop innovative science and practice in the field of school psychology and research to address practical and applied issues. Our emphasis on the value of evidence-based training is designed so that our graduates function as change agents in the field.

Theoretical Orientation

The overarching theoretical orientation of the Doctoral Program is the developmental-ecological model originally developed by Urie Bronfenbrenner. This model assumes professional services are nested within systems that include society (macrosystems), schools as organizations (ecosystems), and classrooms, families, and individual students (microsystems). Sources of problems and potential solutions lie within the various systems that influence the child and their family. Trainees are taught to understand behavior and assess and intervene at various levels (i.e., child, family, and/or school). By ascribing to a developmental perspective, trainees recognize the influence of the changes in these systems as children mature.

Doctoral trainees are also immersed in the discipline of developmental psychopathology. Trainees become familiar with clinical work and research designs that focus on multiple pathways of development, and view professional practice from a risk and resilience perspective. Trainees are taught to find variables that moderate children's multifinal trajectories, thereby identifying potential buffers or protective factors that may inform prevention and intervention.

Best Practices Experiences

Systematic and collaborative problem solving are also emphasized throughout the Doctoral Program. Doctoral training includes participation in and facilitation of the problem solving of others' functioning in a variety of settings. This approach to problem solving includes systematically moving through a sequence of steps. Although the specific labels for the steps may differ, they typically include problem identification, problem analysis, and plan development, implementation, and evaluation. Trainees are taught to use information from a variety of sources to develop and monitor the effectiveness of research-supported interventions for one or more of the various systems (e.g., individual child, family, and/or school). Trainees are also taught that psychological tests represent only one source of information; other sources include a review of existing records, observing child behavior in multiple settings, interviews of all significant adults in the child's life, and empirically-based broad- and narrow-band behavior ratings.

The Doctoral Program strives to educate school psychologists who demonstrate competencies in the areas of research, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills. The success of our training model lies in the integration of science and practice. This integrated model leads to a unique focus on psychology as a health service profession that aids both researchers and practitioners in the performance of their respective functions. Integrated

training that is relevant to a variety of settings provides trainees with an applied perspective to their empirically-driven activity. One of the goals of the doctoral program is to educate psychologists to integrate their knowledge of scientific principles with their clinical skills to improve the lives of children and families, and to serve as system-level change agents. This integrated approach to science and practice promotes the development of complementary skills fostering a career-long process of psychological investigation, intervention, and evaluation.

Based on our scientist-practitioner training model in health service psychology, trainees receive integrated clinical and research experiences during their first year of graduate study. First-year trainees enroll in a year-long research seminar designed to facilitate their focus on an area of research interest as well as preparation for their first research project (i.e., research apprenticeship or master's thesis). The scientist-practitioner model is reflected in experiences that include fieldwork associated with practica, the philosophical emphasis of professional seminar and other required courses, and involvement in independent research projects (i.e., research apprenticeship or master's thesis, and doctoral dissertation).

In the process of demonstrating and supervising clinical activities, faculty members actively integrate research and clinical work. For example, grants obtained by program faculty related to violence prevention, autism, problem solving, and Multitiered Systems of Support/Response to Intervention combine clinical training and research. Coursework, clinical and research supervision, and attendance at and participation in national conferences expose trainees to the intersecting roles of practitioners, consumers of research, and research innovators.

Our graduates are taught to assume a variety of professional positions in health service psychology. Health service psychology is defined as

“[t]he integration of psychological science and practice to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and health-related disorders”

(APA Standards of Accreditation for Health Service Psychology, Introduction, Section 1).

As health service providers, graduates deliver a variety of psychological services directly to children, parents, and families. Graduates may become supervisors of other school psychologists and school- or clinic-based administrators responsible for the development, implementation, and evaluation of educational and mental health programs. As academic school psychologists, graduates may supervise and educate graduate students enrolled in pre-service training. Our graduates function as scientist-practitioners who are well versed in collaborative problem solving as they advance the state of scientific knowledge.

The Department of Psychology is committed to the support and promotion of diversity by providing equal opportunities, and an educational and work environment that is free of discrimination and respectful of individual differences based on the [University's diversity policies](#). This commitment is met through our courses and content, faculty and trainee research, practical and applied experiences, and the recruitment and retention of a diverse body of students, faculty, and staff. By providing a respectful and inclusive environment, the department prepares its trainees to be culturally sensitive and its graduates to function effectively in professional settings where diversity is embraced. We recognize the importance of cultural and individual differences, and the role of diversity in the preparation of school psychologists.

School Psychology Faculty

Dr. Paula J. Allee-Smith received her training in school psychology from Texas A&M's APA-Accredited and NASP-approved program. She completed an APA-Accredited internship at the Illinois School Psychology Internship Consortium, through Illinois State University's Psychological Services Center working in rural schools and primary care. Prior to her current position, she worked as a school psychologist in a rural special education cooperative, serving students from early childhood through high school across several districts. She is the Director of the Psychological Services Center and supervises trainees in PSY 436A04 Practicum: Psychoeducational Assessment and Intervention. She also serves as the Training Director of the Illinois School Psychology Internship Consortium. Her interests include developing the role of doctoral-level school psychologists in schools and healthcare settings, promoting social justice and equitable practices in schools, and enhancing our schools' ability to support all students using a trauma-informed approach. Dr. Allee-Smith is dually credentialed as a Licensed Clinical Psychologist and Nationally Certified School Psychologist.

Dr. Brea M. Banks received her training in school psychology from Illinois State's APA Accredited and NASP-approved program. She completed an APA Accredited internship in pediatric psychology at the University of Nebraska Medical Center's Munroe-Meyer Institute. Prior to her current position, she worked at a university counseling center, primarily serving students from underrepresented backgrounds. Her research includes the cognitive impact of race-based microaggressions and student of color experiences in higher education. She teaches PSY 432 Theory and Practice of Cognitive Assessment and PSY 473 Theories and Techniques of Counseling: Children and Adolescents and supervises trainees as part of PSY 436A05 Practicum: Psychosocial Assessment and Intervention. Clinically, she has assessment and intervention expertise that includes but is not limited to the following presentations and concerns: attention-deficit/hyperactivity disorder, autism spectrum disorder, anxiety disorders, conduct problems, depression, learning disorders, and experiences related to racism and oppression. Dr. Banks is a licensed clinical psychologist and an ISBE licensed school psychologist. She is also the co-director of the African American Studies Minor Program at ISU.

Dr. Gary L. Cates received his training in educational psychology in an APA- and NASP-approved school psychology program from Mississippi State University. His research includes academic instruction and interventions, data-based decision making, and applied behavior analysis in educational environments. He teaches PSY 421 Advanced Behavior Modification, PSY 435 Academic Assessment and Intervention, PSY 547 Advanced Child and Adolescent Psychopathology, and supervises trainees in PSY 436A04 Practicum: Psychoeducational Assessment and Intervention and PSY 590 advanced practica. He also coordinates the Academic Intervention Consultation Services and the Multidisciplinary Psychoeducational Assessment Service at the Psychological Services Center, which provides academic intervention and research services for students with academic difficulties. Dr. Cates has brought in over 1 million dollars in funding to ISU through grants and contracts and is a Board Certified Behavior Analyst and Nationally Certified School Psychologist.

Dr. Karla J. Doepke received her training in child-clinical psychology from West Virginia University. She completed an internship at Johns Hopkins School of Medicine & Kennedy Krieger Institute, and a postdoctoral fellowship at Emory University School of Medicine. Her research interests include research-to-practice issues, evaluating the efficacy of prevention and intervention programs, autism, and how language choice influences perceptions. She received over

\$2,000,000 in grants for her research and practice activities. Dr. Doepke is also the director of The Autism Place at Illinois State University, which is supported by grants, donations, and the University. She teaches various courses in assessment, consultation and treatment and supervises trainees in beginning and advanced practica. Dr. Doepke is a licensed clinical psychologist.

Dr. Adena B. Meyers received her training in clinical/community psychology from the University of Illinois in Urbana-Champaign. Dr. Meyers recently assumed the role of coordinator of the graduate programs in school psychology. Her research interests focus on contextual influences on child and adolescent development, with an emphasis on family-, school-, and community-based interventions designed to promote children's social and emotional functioning. She served as a consultant to the Collaborative for Academic, Social, and Emotional Learning, and as a program evaluator for numerous interventions in school and community settings. Her publications have focused on school- and community-based consultation; adolescent pregnancy, parenthood, and sexual development; integrated behavioral health; school-based preventive interventions; and the role of pretend play in child development. Her clinical interests include psychotherapeutic interventions related to stress and trauma, and mindfulness-based stress reduction. Dr. Meyers teaches PSY 474 Theory and Practice of Mental Health Consultation in the Schools and PSY 440 Statistics: Data Analysis and Methodology. She also supervises trainees in PSY 590 advanced practica in settings such as a school-based health center and Head Start. Dr. Meyers is a licensed clinical psychologist.

Dr. Mark E. Swerdlik received his training in school psychology with a specialty in psychological assessment and consultation from Michigan State University. From 1987-2020, Dr. Swerdlik served as the program coordinator for the Graduate Programs in School Psychology. His current writing and research focuses on professional issues in school psychology, clinical supervision of school psychologists, alternative service delivery including Multitiered Systems of Support/Response to Intervention. He teaches PSY 472 Legal, Ethical, and Professional Issues in School Psychology and PSY 536 Seminar and Practicum in Supervision of School Psychological Services. He co-supervises trainees in Head Start classrooms and in settings where advanced doctoral trainees provide clinical supervision. Dr. Swerdlik serves on the editorial boards for the *School Psychology Review*, *Journal of Psychoeducational Assessment* and *Journal of Applied School Psychology*. He coordinates professional growth workshops for the annual NASP conference and serves as co-chair for the NASP Graduate Education Workgroup. From 1987-2012, he served as the chair of the Directors of University School Psychology Programs. Dr. Swerdlik is an APA Division 16 Fellow. In 2014, Dr. Swerdlik received the Lifetime Achievement Award from the National Association of School Psychologists; he received the Life Member Award from the Illinois School Psychologists Association in 1992. He was also an honoree, in 2016, of the Council of Directors of School Psychology Programs for "contributions to the profession of School Psychology" and received the Outstanding Contributions to Training Award from the Trainers of School Psychologists in 2017. Dr. Swerdlik is an Illinois State Board of Education licensed school psychologist, a licensed clinical psychologist, a nationally certified school psychologist and board certified in school psychology (American Board of Professional Psychology) and in Assessment Psychology,

Dr. Shengtian Wu received his training in the school psychology program from Mississippi State University's APA Accredited and NASP-approved program. He completed his internship at Boys Town. He finished his postdoctoral fellowship at the University of Utah school psychology program. His research interests include academic interventions, applied behavior analysis in school and clinic settings, multiculturalism, school consultation, and international school psychology. He supervised graduate students to consult with schools regarding Positive

Behavioral Interventions and Supports as well as tiered mental health services. Dr. Wu is a Board Certified Behavior Analyst.

School Psychology Coordinating Committee

While the Department of Psychology is committed to maintaining the excellence of the Graduate Programs in School Psychology, the School Psychology Coordinating Committee is responsible for program development and evaluation. The Coordinating Committee consists of the School Psychology faculty and two trainee representatives. A specialist and a doctoral candidate are elected to represent their respective degree programs. Trainees nominate and vote by secret ballot for their program representative. The election is held during the fall semester for a one-year term.

School Psychology Community Advisory Committee

The School Psychology program coordinator convenes a community advisory committee that includes “consumers” of school psychological services. The School Psychology Community Advisory Committee members include School Psychology faculty, parents, general and special education teachers, school administrators such as principals, assistant superintendents, and directors of special education, related school personnel such as guidance counselors, social workers, and speech pathologists, and school psychologists including alumni, and trainee representatives. The Community Advisory Committee discusses areas of collaboration and provides input on curricular and field placement issues. The Community Advisory Committee meets annually and conducts other business by email.

Professional Associations

The [Graduate Association of School Psychology](#) (GASP) at Illinois State was established to provide a forum to discuss issues pertaining to the Graduate Programs in School Psychology, advance professional ethics and skills, share knowledge and support among school psychology trainees, and allow for socialization opportunities for trainees. Doctoral and specialist trainees are members of this organization. Each year, GASP members participate in the doctoral and specialist applicants’ interview days during the spring semester, the orientation program for new trainees, and school psychology awareness activities on campus for undergraduate students and high school students in the community, and continuing professional development workshops. Trainees are also encouraged to join national and state school psychology associations. For information about national and state associations, see the association’s website.

National:

[American Psychological Association-Student Affiliate](#)
[National Association of School Psychologists](#)

State:

[Illinois School Psychologists Association](#)
[Illinois Psychological Association](#)

Program Advisor

The School Psychology Coordinating Committee assigns a program advisor to each doctoral trainee. Program advisors typically meet with advisees at least once per semester and are responsible for assisting trainees in developing their graduate studies consistent with individual career and training goals. Advisors assist with choosing course electives and preparing the Doctoral Degree Audit Worksheet, which is explained later in these policies and procedures. Advisors also discuss with trainees their progress toward degree completion, internship applications and selection, and career planning. The advisor conducts annual trainee evaluations and provides trainees with appropriate feedback.

Trainees may request a different program advisor, if there are unusual circumstances. Trainees should contact the program coordinator to request a new program advisor. Requests to change program advisors must be approved by the Coordinating Committee.

Mentors

Peer Mentor: First year trainees are assigned advanced doctoral trainees who serve as peer mentors. The primary responsibility of peer mentors is to facilitate first year trainees' socialization in the doctoral program, department, University, and local community. This informal relationship is established prior to entrance into the program with letters sent during the summer from peer mentors to first year trainees.

Cyber Mentor: As a part of PSY 472 Legal, Ethical, and Professional Issues in School Psychology, first year doctoral trainees are assigned cyber mentors. Trainees are required to correspond weekly with their cyber mentors to integrate and apply first year field experiences to readings and class discussions. Doctoral trainees are also assigned a second cyber mentor during the spring semester of their third year as part of PSY 536 Seminar and Practicum in Supervision in School Psychological Services. These mentors are practicing supervisors of school psychological services who facilitate trainees' professional development in the area of clinical and administrative supervision.

Residency

The Doctoral Program's residency policy requires trainees to enroll for at least nine graduate credits for both the fall and spring semesters for the first four years of graduate study. Trainees have time to assume duties associated with assistantships, attend monthly program-sponsored meetings and thesis and dissertation proposal and defenses, and participating in colloquia or symposia at the University and in surrounding communities. Trainees also have time to work collaboratively with faculty members on research projects.

Background Check

Some criminal convictions may preclude individuals from eligibility for licensure as a school psychologist in Illinois. The program coordinator notifies trainees about completing a background check, which may include fingerprinting, for their first-year fieldwork experience. The background check includes a fee that is at the trainee's expense. A copy of the completed background check must be submitted to the program coordinator.

Financial Assistance

Trainees are encouraged to complete the Free Application for Federal Student Aid, which is available on the [Federal Student Aid website](#). Additional information about financial support is available on the Graduate School's [Funding website](#).

Information is also available on NASP's [Loan Forgiveness website](#) specific to public school employees including school psychologists. The loan forgiveness programs may apply to trainees with the following financial assistance: Federal Direct Stafford Loan, Federal Direct Plus Loan, Federal Direct Unsubsidized Stafford Loan, or Federal Direct Consolidated Loan.

Graduate Assistantship

The department offers graduate assistantships to as many trainees as possible based on available funding.

A graduate assistantship includes a tuition waiver for the fall, spring, and summer semesters. For the assistantship, trainees must register for at least nine graduate credits for the fall and spring semesters and must maintain a 3.0 grade point average. Trainees are required to work 10 hours per week for half-time assistantships or 20 hours a week for full-time assistantships; trainees are employed for the fall and spring semesters. Trainees must complete the assistantship application and accept the graduate assistant offer, which is the University's employment contract. Every effort is made to provide trainees with at least a half-time assistantship each year during their on-campus training, if funding is available.

Based on the department's needs, assistantships may be for teaching, research, or pre-professional assignments. Doctoral trainees are also eligible to teach an undergraduate psychology course. Trainees who accept graduate assistantships are considered employees of the University and the state of Illinois. Under the State Officials and Employees Ethics Act (5 ILCS 430/5-10), employees are required to complete the Mandatory Governmental Ethics Online Training each fiscal year. The University will contact trainees by email during the fall semester about the deadline for completing the online training. Trainees who do not complete the Ethics Online Training by October 30 will lose their assistantships and tuition waivers, and are ineligible for future graduate assistantships at the University. Trainees who lose their tuition waivers are responsible for tuition cost for the remainder of the fall semester.

Based on Illinois law, trainees who accept graduate assistantships where they are working, interacting, or spending significant time with children on a regular basis must complete a criminal background check that includes fingerprinting. Under the law, "regular basis" is defined as more than just a casual encounter with children out in the community or when children accompany their parents at a service agency. The Graduate Programs Office will distribute the background request form to trainees if the criminal background check is required for specific assistantships. The University will pay the cost for the background check for assistantships at the University's laboratory schools (i.e., Thomas Metcalf School and University High School). A cleared background report must be received by the University before trainees can begin their assistantships. This criminal background check is separate from any background check that may be required by a school district or agency.

Some graduate assistants (GA) must also complete departmental tasks as part of the GA pool. The tasks often range from proctoring an undergraduate exam, administering course evaluations, or performing other administrative tasks requested by the department's faculty members. The GA pool is administered by the Graduate Assistantship Coordinator, who contacts graduate assistants by email about future assignments. Trainees usually fulfill one GA pool assignment per academic year.

Graduate assistants must read and comply with the *Graduate Assistant Handbook*, which is available on the Graduate School's [Funding \(Assistantships\) website](#). The performance of graduate assistants in the department is evaluated each semester by their faculty supervisors. Graduate assistants who fail to adequately perform their assigned duties may be placed on probation. Reappointment to a graduate assistantship is dependent, in part, on the results of the performance evaluation. A sample copy of the Graduate Assistant Performance Evaluation is available on the [Doctoral Forms website](#).

Based on the Internal Revenue Code, the University withholds taxes on the value of tuition waivers. Teaching and research assistants are exempt from taxation on the entire tuition waiver. International students may also be exempt based on tax treaties between the U.S. and their home countries. Practicum and pre-professional assistants are exempt from taxation on the first \$5,250 of the tuition waiver. Taxes on tuition waivers in excess of \$5,250 are typically withheld from the last two paychecks of the semester (i.e., in November and December for the fall semester, in April and May for the spring semester, and in July and August for the summer semester).

Other Employment Opportunities

Trainees may apply for assistantships from other University departments or schools. Information about other assistantships is available on the [Human Resources website](#). However, trainees must consult with their program advisor before accepting any assistantships, employment, or other work-related commitments outside the department at any time including the summer months and during the 12-month internship. Trainees and their program advisor must evaluate the impact of any external commitments on the trainees' progress throughout the program, timely completion of all program requirements, and any possible conflicts of interest or dual relationships. Trainees and their program advisors must complete the Discussion of Employment form, which is available on the [Doctoral Forms website](#), before any additional employment or commitment is accepted. The Employment form should be submitted to the program coordinator.

Insurance Coverage

Health Insurance

Full-time trainees are automatically covered by the University for health insurance policy and are billed each semester by the University. For information about health insurance, trainees should review the [Student Health Insurance website](#). Trainees may waive student health insurance by providing proof of private insurance coverage. Trainees who accept graduate assistantships must have health insurance coverage during their assistantships. Trainees must complete the GA Health Insurance Certification. The Graduate Programs Office will distribute the certification form to the graduate assistants. The GA Health Certification must be submitted to the Graduate Programs Office by September 1 for the fall semester and January 31 for the spring semester. Trainees with summer assistantships (usually hired for research grants) must complete the GA Health Insurance Certification by June 1. Trainees with private health insurance coverage must also submit a copy of both sides of the private health insurance card.

Professional Practice Insurance

Trainees who enroll in specific courses that include contact with clients, such as practica and internships, are eligible for coverage under the University's professional practice insurance policy. Trainees must register for the course, practicum, or internship, and maintain adequate health insurance coverage for the duration of the course, practicum, or internship. The Graduate Programs Office will distribute the Professional Practice Insurance Coverage form and the Professional Practice Health Insurance Certification to trainees who are eligible for this insurance coverage. Trainees must complete and submit both forms to their course instructor or the Graduate Programs Office by September 1 for the fall semester, January 31 for the spring semester, and June 1 for the summer semester. Trainees who have private health insurance coverage must also submit a copy of both sides of the private insurance card. Trainees who fail to submit the required forms will not be covered by the University's professional practice insurance policy and could be held personally liable for their actions or behavior during the course, practicum, or internship. The Graduate Program Office submits a report to the University each semester that identifies trainees who should be covered by the University's insurance policy.

Confidential Records

Records related to a trainee's progress in the doctoral program including employment contracts, grades, evaluations, probation agreements, critical skill development plans, and correspondence related to these records, etc., are confidential. Access to such records is restricted to only School Psychology faculty and clinical supervisors who have a need to review such records. Trainee files are stored in locked filing cabinets in the Graduate Programs Office. The department retains trainee files and confidential records for 10 years after graduation in order to satisfy University and APA requirements. The records of trainees who are dismissed or who withdraw from the doctoral program are retained by the department for five years.

Retention of Records

Some department or University forms completed by trainees (e.g., tuition waivers, graduate assistant employment forms, professional practice insurance coverage, etc.) are retained as department records, and are subject to audit by the University. These records are retained in the department files in the Graduate Programs Office and are shredded based on the University's retention schedule for auditable records.

Ethical Treatment and Grievance Procedures

Psychology faculty members must follow the University's [non-discrimination policy](#) and the APA's [Ethical Principles of Psychologists and Code of Conduct](#). Trainees who have concerns about fair treatment from faculty members or who feel harassed or subjected to discrimination on the basis of race, color, religion, sex, national origin, sexual orientation, gender identity or expression, ancestry, age, marital status, physical or mental disability, genetic information, unfavorable discharge from the military, status as a disabled veteran or as a veteran of the Vietnam Era are encouraged to contact the department chair or consult the [University's procedures for filing a complaint](#). Consistent with its duty to provide an environment free from unlawful harassment or discrimination, Illinois State reserves the right to investigate any allegation of harassment or discrimination after receipt of sufficient evidence to sustain a claim.

The Graduate Programs in School Psychology also adopted NASP's Nondiscrimination and Equal Opportunity Policy (February 2012), which is available on the [Doctoral Forms website](#). The Graduate Programs are committed to this policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons. Discrimination is defined as acting toward people in a manner that results in adverse impact because they share similar characteristics or are from specific groups. We work to ensure that our Graduate Programs in School Psychology provide an environment that is safe and welcoming and provides equal opportunity to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, age, national origin, immigration status, socioeconomic status, language, disability, gender, gender identity, sexual orientation, chronic illness, or any other personal identity or distinguishing characteristics.

Academic Integrity

Illinois State University, the Department of Psychology, and the Graduate Programs in School Psychology, do not tolerate plagiarism and other forms of cheating. As graduate students, trainees are held to high standards of academic integrity. See the [Graduate School's Academic Honesty and Integrity website](#) and the [Dean of Students Academic Integrity website](#) for more information.

Time Limit to Complete Degree

Consistent with University requirements, the doctorate degree must be completed in eight years from the first semester of enrollment at Illinois State. According to the Graduate School, the deadline extends through the end of the fall semester if trainee's first enrollment is for the fall semester. For example, trainees who begin graduate study in the 2020 fall semester would reach the 8-year degree limit at the end of the 2028 fall semester. The primary purpose of the time limit is to ensure that trainees are current in their field of study when degrees are conferred. This 8-year limit also increases the likelihood that trainees will progress through the Doctoral Program in a timely fashion.

This time-to-degree limit applies to enrollment in all graduate courses including any transferred credit. If a course is not completed during the 8-year limit, trainees may be required to retake the course for credit or

demonstrate current knowledge and proficiency of the subject matter. Proficiency must be demonstrated to the satisfaction of the department offering the graduate course.

Trainees who need an extension to the 8-year degree limit must complete the Request to Extend Time to Degree form, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees should submit the completed Request form to their dissertation committee chairs by April 1 prior to the trainee's 8-year degree limit. The dissertation committee chair will discuss the extension with the School Psychology Coordinating Committee (SPCC). Extensions will not be routinely granted. If the extension request is approved by the SPCC, the program coordinator will submit the extension request form to the Graduate School, which has final approval or denial of all extensions.

If the Graduate School approves the extension, doctoral trainees must demonstrate currency of training. Ordinarily this is accomplished by retaking and passing relevant questions selected by the SPCC for the current comprehensive exam. Trainees must pass the selected examination questions prior to scheduling their dissertation defenses. If a trainee has passed the full comprehensive exam within three years of the graduation semester designated in an approved extension request and the student's training is judged to be sufficiently current, the SPCC may waive the requirement to retake a portion of the exam.

Program Aims and Competencies

The Doctoral Program strives to educate health service psychologists within the specialty of school psychology who demonstrate discipline specific knowledge pertinent to the field of psychology and professional competencies necessary to deliver high quality services in a range of settings.

Aim I: To prepare competent entry-level school psychologists who possess foundational and integrated knowledge across the basic areas of the discipline of psychology, which will be demonstrated by using basic psychological principles to understand and explain human behavior

Competencies

- Demonstrate knowledge of the history and systems of psychology and the specialty of school psychology
- Demonstrate knowledge of research and theory pertaining to the affective, biological, cognitive, developmental and social aspects of behavior
- Demonstrate advanced knowledge of research methods, statistics, and psychometrics
- Demonstrate the ability to integrate, at an advanced level, research and theory from multiple basic areas of psychology

Aim II: To educate school psychologists with the necessary profession-wide entry-level competencies to deliver effective psychological health services to children, adolescents, and families

These services include assessment, intervention, consultation, prevention, and clinical and administrative supervision. The competencies in these areas are exhibited in settings chosen by the graduate, which may include schools, hospitals, university-based clinics, mental health settings or independent practice.

Research Competencies

Demonstrate a substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base:

- a. Conduct research or other scholarly activities, and

- b. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Ethical and Legal Standards Competencies

- Be knowledgeable of and act in accordance with:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
 - Relevant professional standards and guidelines
 - Demonstrate knowledge of legal issues including eligibility criteria for special education services based on federal, state, and district policies, and ethical principles impacting the professional practice of school psychology
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas
- Conduct self in an ethical manner in all professional activities

Individual and Cultural Diversity Competencies

- Demonstrate the requisite knowledge base, articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in one's professional work
- Demonstrate an understanding of how one's own personal/cultural history, attitudes, and biases may affect one's understanding and interaction with people different from oneself
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), which includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one's career
- Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own

Professional Values, Attitudes, and Behaviors Competencies

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, wellbeing, and professional effectiveness (i.e., self-reflection and self-improvement activities may address issues such as stress management, time management, attention to professional appearance, adaptability, initiative/independence, and maturity/judgment, among others)
- Actively seek and demonstrate openness and responsiveness to feedback and supervision
- Respond professionally in increasingly complex situations with a greater degree of independence while progressing across levels of training

Communication and Interpersonal Skill Competencies

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well

Assessment Competencies

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

Intervention Competencies

- Establish and maintain effective relationships with the recipients of psychological services
- Develop evidence-based intervention plans specific to the service delivery goals
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
- Demonstrate the ability to apply the relevant research literature to clinical decision-making
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation
- Demonstrate knowledge of prevention models and practices

Supervision Competencies

- Demonstrate knowledge of supervision models and practices
- Establish effective culturally responsive supervisory relationships
- Develop a personal philosophy and model of supervision that can guide future administrative and clinical supervision activities
- Implement effective supervisory methods

Consultation and Interprofessional/Interdisciplinary Skill Competencies

- Demonstrate knowledge of consultation models and practices
- Demonstrate knowledge and respect for the roles and perspectives of other professions
- Establish effective, collaborative relationships with consultees including teachers, parents, and administrators consistent with best practice
- Plan and evaluate evidence-based indirect-service interventions based on the consultation plan developed with teachers, administrators, parents, or systems
- Communicate (orally and in writing) consultation results to concerned parties, such as children, parents, and teachers

Minimal Levels of Achievement

Trainees must demonstrate Minimal Levels of Achievement (MLA) on each of the competencies identified above. For Aim I Competencies, MLA requires passing grades (B or higher) in relevant coursework in each area of Discipline Specific Knowledge, successful completion for all research requirements including PSY 499 Master's Thesis or PSY 502 Research Apprenticeship and PSY 599 Dissertation, a rating of 3 (meets expectations for stage of training) or higher for research on the practicum evaluation forms, and passing the Comprehensive Examination. Trainees should review the specific sections in these Policies and Procedures for the research apprenticeship (p. 40) or thesis (see pp. 40–44), dissertation (pp. 44–47), and comprehensive exam (pp. 47–48).

For Aim II Competencies, MLA requires a rating of 3 (meets expectations for stage of training) or higher for each item on the practicum evaluation forms completed by supervisors at the end of each semester for psychoeducational, psychosocial, and advanced practicum courses. If a trainee has not earned a 3 or higher in all competencies on practicum evaluation forms, the practicum supervisor and trainee will prepare and implement a Critical Skill Development Plan.

A separate Critical Skill Development Plan is also implemented if skill deficiencies are reported across multiple practicum evaluations. To assess the variety of settings in which skill deficiencies are observed, Critical Skill Development Plans are shared with other school psychology faculty members during the doctoral trainee's annual review. A sample copy of a Critical Skill Development Plan is available on the [Doctoral Forms website](#).

Retention Standards and Evaluations

The Doctoral Program admits applicants each year with the expectation that trainees will complete their studies and graduate. We adopted the Comprehensive Evaluation of Student-Trainee Competence in Health Service Psychology Programs Policy developed by the Student Competence Task Force of the Council of Chairs of Training Councils. This Policy is provided below.

II. Model Policy

Students and trainees in health service psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than and, in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, health service psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than and, in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways that student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impeding professional development or functioning); and (d) resolution of issues or problems interfering with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of a remediation plan ; and by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts where evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement, to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated are clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, a review of a program's evaluation processes and decisions).

Personal and professional growth is critical for functioning effectively as a school psychologist. Interpersonal and professional skills include the following areas.

Ethical Concerns

- Demonstrate a knowledge and application of APA's [Ethical Principles of Psychologists and Code of Conduct](#) and NASP's [Principles for Professional Ethics](#)

- Demonstrate a knowledge and application of statutes regulating professional practice
- Demonstrate a concern for client welfare
- Demonstrate an appropriate client-school psychologist relationship

Professional Department Issues

- Appropriate manifestation of professional identity (e.g., attire, behavior)
- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interaction with peers, colleagues, staff, trainees
- Awareness of impact on colleagues (faculty and trainees)

Sensitivity to Client and Diversity Issues

- Acknowledgment of and effective dealing with children, parents, teachers, school administrators, and other school staff (e.g., social workers, guidance counselors, speech therapists) of diverse ethnic and racial groups, and lifestyles is imperative for trainees to function as school psychologists

Use of Supervision Issues

- Appropriate preparation
- Accept responsibility for learning
- Open to feedback and suggestions
- Apply learning to practice
- Willing to self-disclose and explore personal issues affecting professional process functioning
- Appropriately self-reliant
- Appropriately self-critical

Other Trainee Issues

- Effective management of personal stress
- Lack of professional interference because of own adjustment problems and/or emotional responses
- Develop realistic professional goals for self
- Appropriate self-initiated professional development (e.g., self-initiated study)

School Psychology faculty members are responsible for evaluating the progress of each doctoral trainee. The primary purpose is to facilitate each trainee's personal and professional growth. It is important to maintain close working relationships between trainees and School Psychology faculty so that Doctoral Program policies and procedures can be implemented to maximize trainee development and growth.

We recognize that developmental stressors are inherent in the transition from undergraduate to graduate student and during the course of the training program. Trainees make significant developmental transitions during their graduate training and may need extra support. When clinical work begins, there is additional stress inherent in being a member of a helping profession. All of these factors may increase a trainee's sense of personal and professional vulnerability. Therefore, the supervision of trainees in the Doctoral Program is frequent and intensive. We strive to facilitate growth and minimize stress through such procedures and opportunities as orientation meetings, professional development and self-care activities, timely evaluations with suggestions for positive change, and contact with support providers including supervisors, advisors, mentors, and peer groups.

Retention Standards

Trainees must maintain good standing in the Doctoral Program with a minimum grade point average of 3.0 (on a 4.0 scale) for all academic and skill-related courses and training (e.g., diagnostic assessment, intervention, report writing). If trainees earn a “C” or lower grade or an Incomplete in any required first or second year school psychology course (i.e., PSY 498A05 First Year Fieldwork in School Psychology, PSY 421 Advanced Behavioral Modification, PSY 432 Theory and Practice of Cognitive Assessment, PSY 433 Social Emotional and Behavioral Assessment and Intervention, PSY 435 Academic Assessment and Intervention, PSY 451 Psychology of Diversity or an equivalent course, PSY 472 Legal, Ethical, and Professional Issues in School Psychology, PSY 473 Theories and Techniques of Counseling: Children and Adolescents, and PSY 474 Theory and Practice of Mental Health Consultation in the Schools, PY 547 Advanced Child and Adolescent Psychopathology) trainees must petition the School Psychology Coordinating Committee (SPCC) for permission to enroll in the PSY 436A05 psychosocial practicum and PSY 436A04 psychoeducational practicum during their second year in the program. The written petition should be submitted to the program coordinator for review by the SPCC.

If the SPCC approves the petition, trainees are placed on “probation” under intensive supervision. A Critical Skill Development Plan is prepared by the practicum instructors in collaboration with the instructor(s) of the course(s) in which trainees earned a “C” or lower grade or an Incomplete. Trainees on probation must comply with their Development Plan. Practicum instructors will conduct mid-semester evaluations to determine if trainees on probation are allowed to continue in practicum. If the Development Plan is not successfully completed, trainees on probation will not earn a passing grade in practicum and are dismissed from the doctoral program. A copy of the Critical Skill Development Plan is available on the [Doctoral Forms website](#).

Practicum Performance

Doctoral trainees who earn a “C” or lower grade or an Incomplete in one or more semesters of PSY 436A04 or PSY 436A05 cannot enroll in advanced practicum and seminar courses. If a “C” or lower grade or an Incomplete is earned, trainees may petition the SPCC to repeat the course. The written petition must explain why trainees think they will be successful if allowed to repeat the practicum experience. The petition should be submitted to the program coordinator for review by the SPCC. Trainees may also request to meet with the SPCC. If the SPCC approves the petition, the trainee’s graduate status is reviewed after the practicum course is repeated. If permission to repeat the course is denied or if trainees fail to earn a “B” or better grade in the repeated course, trainees are dismissed from the doctoral program.

Evaluations

Doctoral trainees are formally evaluated at least once each year. Continuation in the program is contingent upon satisfactory annual evaluations. Trainee evaluations include, but are not limited to:

1. Trainees receive grades each semester in their didactic courses.
2. Faculty evaluations of first-year trainees will culminate in a mid-year feedback conference with the program coordinator and each trainee. Trainees receive a written mid-year conference summary report. First-year trainees are also evaluated at the end of their second semester. Trainees receive a written summative evaluation as part of their annual feedback conference with their program advisors (i.e., #4 below).
3. Feedback is provided on a case-by-case basis to all trainees during the PSY 436A04 psychoeducational and PSY 436A05 psychosocial practica. A written summative evaluation is also provided to trainees at the end of the first and second semester of practica.
4. Program advisors conduct an annual review of doctoral trainees’ performance. Performance assessment data are based on course grades, supervisor evaluations, Academic Professional Development Information form, and Apprentice/Thesis/Dissertation Progress Report. Additional evaluations are prepared based on field placement and practica experiences. The annual

performance evaluation is reviewed with each doctoral trainee by their program advisor, usually during the summer. The performance evaluation is summarized in the Annual Review of Doctoral Student Performance, which is based on the program's aims and competencies. Trainees receive a copy of their Annual Review. If problems are identified, feedback is immediately provided to doctoral trainees and a Critical Skill Development Plan is initiated.

Sample copies of the First Year Trainee Mid-Year Evaluation, Mid-Year Feedback Conference Summary and Annual Review of Doctoral Student Performance are available on the [Doctoral Forms website](#). See Appendix A for a list of assessments required by the doctoral program.

Professional Competency Problems

The Graduate Programs in School Psychology broadly define behavior indicative of professional competence problems as interference with professional functioning that is reflected in one or more of the following functional areas and is evident in the classroom, field placement, or university facility (e.g., Psychological Services Center, The Autism Place).

- An inability and/or unwillingness to acquire and integrate professional standards into trainee's repertoire of professional behavior
- An inability to acquire professional skills in order to reach an acceptable level of professional competency
- An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning

Based on the School Psychology faculty members' professional judgment, professional competence problems refer to behaviors, attitudes, or characteristics that evoke concern from the faculty members that requires intervention or remediation. Some professional competence problems may be associated with the demands and rigors of advanced training. For example, performance anxiety, discomfort with clients of diverse lifestyles and/or ethnic backgrounds, or insensitivity to agency norms may require intervention. Such problems are usually transitory and can be remedied. However, there may be more serious professional competence problems that lead the School Psychology Coordinating Committee to conclude the trainee's performance is irrevocably impaired. To reach this determination, a serious professional competence problem typically includes one or more of the following characteristics:

1. Trainees do not acknowledge, understand, or address the professional competence problem when it is identified.
2. The professional competence problem is not merely a reflection of a skill deficit that could be addressed by additional didactic or clinical training.
3. The professional competence problem is not restricted to one area of professional functioning.
4. The professional competence problem requires a disproportionate amount of attention from training personnel.
5. The quality of services delivered by trainees is sufficiently and negatively affected.
6. The behavior associated with the professional competence problem does not change as a function of feedback and/or remedial efforts.
7. The behavior associated with the professional competence problem has the potential to escalate into ethical or legal violations.

Due Process

Due process ensures that decisions made by graduate training programs affecting trainees should not be arbitrarily or personally biased. Due process requires written evaluation and appeal procedures so trainees may challenge the decisions and actions of the doctoral program. Any actions taken by the doctoral program

are implemented in a manner consistent with the following due process procedures, which include but are not limited to:

- Providing written program expectations related to professional functioning
- Stipulating the evaluation procedures including when and how evaluations are conducted
- Articulating the procedures and actions involved in making decisions regarding professional competence problem behavior
- Using input from multiple professional sources when making decisions or recommendations regarding trainees' behavior
- Instituting a Critical Skills Development Plan addressing identified professional competence problems that provides a time frame for the expected remediation to occur, and identifies specific consequences if the Critical Skills Development Plan is not successfully completed
- Providing written documentation to all relevant parties of the actions taken by the doctoral program and the rationale for such actions
- Providing written procedures of how to appeal the doctoral program's decision
- Providing sufficient time for trainees to respond to any action taken by the doctoral program

Addressing Problem Behaviors

If professional competence problems are identified, the following procedures are implemented with all steps documented in writing and communicated during a formal conference with the trainee, their program advisor, and appropriate School Psychology faculty:

1. Trainees are notified of specific areas of professional competence problems identified by School Psychology faculty.
2. A plan to remediate the problems is developed by the School Psychology Coordinating Committee, unless the professional competence problems are severe enough to warrant an immediate dismissal from the doctoral program
3. The development plan will define the trainee's professional competence problem behavior(s), identify the expected behavior patterns or goals for the trainee, specify methods to reach such behaviors or goals, and designate a date for goal attainment and re-evaluation of the trainee.

During the remediation period, trainees have "probationary" standing in the Doctoral Program. If trainees choose not to accept the Critical Skill Development Plan, trainees are immediately dismissed from the Doctoral Program.

Critical Skill Development Considerations

It is important to have meaningful ways to address professional competence problems when they are identified. Several possible, and potentially concurrent, courses of action designed to remedy professional competence problems should include, but are not limited to:

- Increasing supervision, either with the same or different supervisor(s)
- Increasing fieldwork experience
- Changing the format, emphasis, and/or the focus of supervision
- Recommending or requiring personal therapy when all parties involved have clarified the manner in which therapy contacts are used in the development plan process
- Reducing clinical or other workload and/or requiring specific courses
- If appropriate, repeating a particular experience (e.g., practicum)

When trainees are re-evaluated, the School Psychology Coordinating Committee (SPCC) will notify trainees, in writing, of its decision. The SPCC has four options:

1. Determine the professional competence problems no longer exist, probationary status is rescinded, and the trainee is allowed to continue in the Doctoral Program

2. Continue probation with an updated development plan and a new re-evaluation date
3. Counsel the trainee to voluntarily withdraw from the Doctoral Program
4. Dismiss the trainee from the Doctoral Program

If the SPCC dismisses a trainee from the Doctoral Program, the trainee has 14 days after receiving written notice of the dismissal to appeal the Committee's decision. As part of the appeal process, trainees may ask the Department of Psychology to formally review the SPCC's decision; the appeal should be addressed to the department chair. If requested by the trainee, the department chair will appoint a review panel consisting of psychology faculty members who are not affiliated with the Graduate Programs in School Psychology. This review panel will evaluate the dismissal and will forward its recommendation to the department chair. If the review panel determines the dismissal was appropriate, the program coordinator will submit a Request for Dismissal form to the Graduate School. If the dismissal request is approved by the Graduate School (university level), the trainee is dismissed from the Doctoral Program and University.

Program Curriculum

The most fundamental tenet of the Doctoral Program in School Psychology is for trainees to acquire scientific knowledge and practical skills to become leaders, innovators, and positive change agents in the service of children and families. Therefore, our program's curriculum emphasizes the importance of knowing about and gaining experience with a wide range of individual differences including ethnicity, gender, age, culture, religion, race, and lifestyle. The curriculum also stresses the importance of legal and ethical issues guiding service delivery and research.

The Doctoral Program requires a minimum of four academic years of full-time graduate study, a 12-month full-time internship, and a dissertation prior to conferring the doctorate degree. For trainees entering with a bachelor's degree, the program requires a minimum of five years to complete. Trainees are strongly encouraged to discuss with their program advisors extending their full-time enrollment on campus for an additional year to facilitate completing the dissertation before beginning the internship.

Applicants admitted with a specialist degree in school psychology or a master's degree may be granted up to a maximum of 60 credits towards the doctoral program's course of study. See the Course Exemption section below. Admission with advanced graduate status is determined on an individual basis after the trainee's official transcripts are reviewed by the SPCC. If 60 credits are approved by the SPCC, trainees would begin the Doctoral Program in the third year of graduate study. With advanced graduate admission, the doctorate degree could be completed in three years including the 12-month internship and dissertation. For trainees admitted with advanced degrees, at least two years of academic training must be completed at Illinois State.

Doctoral trainees must enroll a minimum of nine graduate credits during the fall and spring semesters for the first four years in the program. Graduate credit is not awarded for remedial courses. Prerequisite courses, usually completed as an undergraduate student, cannot be taken for graduate credit.

Prerequisite Undergraduate Courses

PSY 111 Introduction to Psychology

PSY 231 Research Methods in Psychology

PSY 340 Statistics for the Social Sciences

MAT 119 College Algebra **or**

MAT 120 Finite Mathematics **or**

MAT 144 Precalculus (may be taken pass/fail or by passing a competency exam administered by the Department of Mathematics or by completing an approved correspondence course)

Note: The math requirement is waived if trainees received at least a “B” in a college-level statistics course or 144 on the Quantitative Reasoning section of the Graduate Record Examination General Test.

Trainee must earn a grade of B or higher in all first and second-year school psychology courses in order to enroll in the second year psychosocial and psychoeducational practicums. All courses listed below are for three credits unless otherwise noted.

Discipline Specific Knowledge Coursework

Trainees must complete courses and/or demonstrate knowledge in four categories of Discipline Specific Knowledge. These categories are History and Systems of Psychology (Category I), Basic Content Areas of Psychology, which includes biological, cognitive, social, developmental, and affective bases of behavior (Category II). Categories III and IV include scientific and professional ethics and standards, and measurements, statistics and research. The cultural, ethnic, and sex role bases of behavior, individual differences, and the etiology of learning and behavior disorders are also included in the doctoral curriculum.

Category I (History and Systems of Psychology)

- PSY 320 History of Psychology
May have been completed as an undergraduate course prior to graduate enrollment

Category II (Basic Content Areas in Scientific Psychology)

Biological Aspects of Behavior

- PSY 463 Brain and Behavior Relationships

Cognitive Aspects of Behavior

- PSY 418 Learning and Cognition

Social Aspects of Behavior

- PSY 431 Theory and Research in Social Psychology

Developmental Aspects of Behavior

- PSY 452 Seminar in Developmental Psychology

Affective Aspects of Behavior

- PSY 420 Theories of Personality

Category III (Advanced Integrative Knowledge in Scientific Psychology)

- PSY 547 Advanced Child and Adolescent Psychopathology
- PSY 452 Seminar in Developmental Psychology
- Comprehensive Examination

Category IV (Research Methods, Statistical Analysis, and Psychometrics)

Measurement, Statistics, and Research Design

- PSY 440 Statistics: Data Analysis and Methodology
- PSY 442 Test Theory

Additional course in Measurement, Statistics, and Research Design

Trainees must enroll in an additional course in measurement, statistics, and research design, which is typically selected from courses on statistics, qualitative methods, single subject design, etc. offered in the departments of Psychology, Educational Administration and Foundations, Sociology, or Special Education. Trainees are encouraged to consider their dissertation research plans and must consult with their program advisors prior to enrolling in this additional course.

Coursework in Profession-Wide Competencies

Trainees must demonstrate competencies needed for entry-level practice in health service psychology within the specialty of school psychology. Trainees must complete required courses in the Profession-Wide Competencies (PWC) identified below and must obtain a grade of B or higher in each course (B).

Research

- PSY 499 Master's Thesis (4-6 credits) **or** PSY 502 Research Apprenticeship (3 credits)
- PSY 503 Doctoral Research Proseminar (1 credit)
- PSY 599 Dissertation (15 credits)

Ethical and Legal Standards

- PSY 472 Legal, Ethical, and Professional Issues in School Psychology (B)

This competency is diffused throughout the curriculum but also comprehensively addressed in this course.

Individual and Cultural Diversity

- PSY 451 Psychology of Diversity (B)

This competency is diffused throughout the curriculum but also comprehensively addressed in this course.

Professional Values, Attitudes, and Behaviors

This competency is diffused throughout the doctoral curriculum.

Communication and Interpersonal Skills

This competency is addressed in courses and practica focused on assessment, intervention, consultation, and supervision.

Assessment

- PSY 432 Theory and Practice of Cognitive Assessment (B)
- PSY 433 Social Emotional and Behavioral Assessment and Intervention (B)
- PSY 435 Academic Assessment and Intervention (B)

Intervention

- PSY 421 Advanced Behavior Modification (B)
- PSY 473 Theories and Techniques of Counseling: Children and Adolescents (B)
- PSY 433 Social Emotional and Behavioral Assessment and Intervention (B)
- PSY 435 Academic Assessment and Intervention (B)

Supervision

- PSY 536 Seminar and Practicum in Supervision of School Psychological Services (B)
- PSY 590A03 Advanced Practicum Supervision (1 credit) (B)

Trainees should enroll in PSY 590A03 for the fall semester after completing PSY 536. PSY 590A03 does not count towards the six credits of required advanced practica listed below.

Consultation and Interprofessional/Interdisciplinary Skills

- PSY 474 Theory and Practice of Mental Health Consultation in the Schools (B)

Practicum Requirements

In addition to completing the coursework listed above, trainees must demonstrate Profession-Wide Competencies (PWC) by completing a series of required practicum courses (R) identified below.

Entry-level Practicum

- PSY 436A04 Practicum: Psychoeducational Assessment and Intervention (R) (B) (6 credits)
- PSY 436A05 Practicum: Psychosocial Assessment and Intervention (R) (B) (6 credits)
- PSY 498A05 First Year Fieldwork in School Psychology (R) (B) (4 credits)

Advanced Practicum

A total of six credits must be completed in at least two of the following areas based on the trainee's interest and career goals.

- PSY 590A01 Advanced Practicum Intervention (B) (1-3 credits)
- PSY 590A02 Advanced Practicum Assessment (B) (1-3 credits)
- PSY 590A03 Advanced Practicum Supervision (B) (1-3 credits)
- PSY 590A04 Advanced Practicum Consultation/Program Evaluation (B) (1-3 credits)

Other Program Requirements

- Doctoral trainees must complete one elective course (minimum of 3 credits). An elective may be a master's thesis (PSY 499) but trainees must enroll for a total of six credits to substitute for the elective course. Trainees' program advisors must approve all elective courses.
- PSY 598 Doctoral Internship in School Psychology (R) (B) (1-12 credits)
Note: In order to apply for an internship, trainees must defend a master's thesis (PSY 499) or complete the research apprenticeship project (PSY 502), pass the comprehensive examination, and have a dissertation (PSY 599) proposal approved by their Dissertation Committee.

See Appendix B for a suggested five-year course schedule. See Appendix C for a checklist of important dates relative to completing the doctoral program.

Transferring Graduate Credit

Trainees may transfer a maximum of nine graduate credits, from another institution that is accredited by the appropriate regional association, for use in meeting the requirements for the doctorate degree. The transferred credit must be for courses taught at the graduate level and trainees must have received a grade of "B" or better. However, according to the *Graduate Catalog*, "Credits more than eight years old at the time of first registration into a degree program are not transferable from other institutions."

Trainees who want to transfer credits to Illinois State should discuss this with their program advisor, and, if approved, submit to the Program Coordinator a copy of the transcript/transcripts needed to verify course work contained therein. The transcripts must then be submitted with the student's Degree Audit.

Course Exemption

Trainees with graduate credits for courses taken at another institution may submit a course exemption request for required program courses. Trainees with a specialist degree in school psychology or a master's degree may be assessed up to a maximum of 60 credits towards the doctoral program's course of study.

Trainees should complete the Course Exemption Request, which is available on the [Doctoral Forms website](#). Trainees should submit the completed form and required documentation (i.e., catalog description of the course and course syllabus) to the program coordinator. The program coordinator and the faculty member who teaches the course will review the documentation to determine if the requested exemption is equivalent to the required program course. The program coordinator will notify trainees, in writing, if the course exemption request is approved or denied.

Admission to the Specialist Program

Trainees may request admission to the specialist program, which is a less extensive and demanding graduate program. Trainees must meet with each School Psychology faculty member to discuss their request. After meeting with the school psychology faculty, trainees should submit a written letter to the program coordinator requesting admission to the new program. The letter should describe how the specialist program better meets the trainee's needs and professional goals. Granting a request is subject to space and availability in the applicable specialist cohort. The School Psychology Coordinating Committee will consider new admission requests during the last two weeks of the semester. The Coordinating Committee will notify trainees, in writing, of its decision. If the request is approved, the Graduate Programs Office will notify trainees once the official transfer to the specialist program has been processed.

Overview of Field Experiences

The Doctoral Program emphasizes the importance of field-based experiences in its mission to train competent and effective school psychologists. Graduates of the programs become school psychologists who are socialized into the profession, understand the legal and ethical responsibilities of practice, and are sensitive to the needs of students and families from various racial, ethnic, linguistic, cultural, and socioeconomic backgrounds. Therefore, successful field-based experiences are essential in achieving the specific training objectives of the Doctoral Program. These objectives are:

- Competence in applying the scientific problem-solving model in school-based settings
- Competence in all areas of service delivery including assessment, direct and indirect intervention, and consultation
- Competence as consumers and distributors of research capable of evaluating current practices and contributing new knowledge to the field
- Competence in ethical and responsible practice
- Competence in acquiring a developing knowledge base in school psychology evolving from the integration of classroom-based learning and field-based experience and stressing practical application of psychological and educational foundations to school-based problems

First Year Fieldwork and Practicum

First year fieldwork and practicum involves a minimum of 180 supervised hours. Trainees enroll in PSY 498A05 First Year Fieldwork in School Psychology for the fall and spring semesters. Trainees are assigned for two hours per week at each placement site: a public school setting, Head Start classroom, and The Autism Place (TAP). The purpose of the fieldwork is to gradually expose trainees to:

1. The culture and operation of schools,
2. Becoming familiar with the role and function of school personnel (e.g., school psychologist, principal, teacher, speech therapist, school social worker, etc.), and
3. Becoming familiar with other settings where school psychologists may work (i.e., TAP).

The first-year fieldwork offers trainees the opportunity to gain exposure to basic skills in observation, assessment, and academic intervention, and to apply the skills associated with a data-oriented collaborative problem-solving model. Trainees should develop an awareness of professional issues and broader concerns facing general and special education in conjunction with their first-year courses. Trainees also gain experience with children from preschool through early adolescence and with children of different racial, ethnic, linguistic, cultural, and socioeconomic backgrounds. Trainees comment on diversity issues in their required weekly logs submitted as part of this experience.

Practica

During the second year of graduate study, trainees enroll in PSY 436A05 Practicum: Psychosocial Assessment and Intervention and PSY 436A04 Practicum: Psychoeducational Assessment and Intervention for the fall and spring semesters. The objectives of practica are to provide trainees an opportunity to perform as school psychologists under close supervision in general and special education settings, and to establish the foundation for more advanced skills. In both practicum courses, trainees are supervised by School Psychology faculty members. Completing PSY 436A05 Practicum: Psychosocial Assessment and Intervention and PSY 436A04 Practicum: Psychoeducational Assessment and Intervention requires 250 supervised hours for each practicum.

Trainees enroll in PSY 536 Seminar and Practicum in Supervision of School Psychological Services during the spring semester of their third year and PSY 590A03 Advanced Practicum Supervision during their fourth year in the doctoral program. Enrollment in PSY 590A03 is required in order for advanced doctoral trainees to supervise first year fieldwork trainees during their first semester in the program. Both practica require advanced doctoral trainees to complete at least a minimum of 90 supervised hours.

Trainees are also required to enroll in an additional six credits of advanced practica (PSY 590 courses), which are selected in consultation with their program advisor. The following 3-credit practicum experiences require a minimum of 120 supervised hours or a total of 240 hours for the required six credits:

- PSY 590A01 Advanced Practicum Intervention
- PSY 590A02 Advanced Practicum Assessment
- PSY 590A04 Advanced Practicum Consultation/Program Evaluation

Internship

Trainees enroll in PSY 598 Doctoral Internship in School Psychology for three or four credits to complete a 1750-hour full time 12-month internship during their fifth or sixth year in the Doctoral Program. The doctoral internship setting should be consistent with the vocational goals of each intern. The doctoral internship must include at least 600 supervised hours in a school setting or an equivalent experience that includes advanced integrative school-based fieldwork and practicum experiences that are supervised by a licensed school psychologist. The internship is the capstone experience of the Doctoral Program where interns begin to function independently as a school psychologist while demonstrating competency in assessment, intervention, consultation, and research over a wide range of situations.

Training Sites

The Graduate Programs in School Psychology have a well-established relationship with training sites in local public school districts, private schools, and agencies that are approved for first year fieldwork and practicum experiences. These training sites include:

Local Public and Private Elementary and Secondary Schools: First year trainees are assigned to Unit 5 (McLean County) and District 87 (Bloomington) public schools, member schools of the Livingston County Special Services Unit, Tri-County Special Education Association, Woodford County Special Education Association, and at local private schools. Trainees are assigned to elementary schools for two hours per week for their first-year fieldwork (PSY 498A05), and for one day per week for one semester during their second year psychoeducational practicum (PSY 436A04) in school buildings implementing Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI).

Heartland Head Start (Bloomington-Normal): Trainees are assigned to a Head Start classroom for two hours per week during their first-year fieldwork.

Laboratory Schools: Trainees may work with students enrolled in Illinois State's laboratory schools: Thomas Metcalf School (grades pre-K-8) and University High School (grades 9-12). Trainees have an opportunity to observe effective teaching practices and consult with teachers, conduct psychoeducational evaluations, provide counseling services to children and their parents, and develop preventative mental health programs and classroom-based interventions (e.g., social skills training groups for children).

Psychological Services Center (PSC): The PSC is operated and maintained by the Department of Psychology for training, service, and research purposes. The PSC occupies the entire fourth floor of Fairchild Hall. The facility consists of ten rooms, a large waiting area, and the director's office. The interview and testing rooms are equipped with video cameras connected to supervision rooms. A large room provides space for children to play and for family meetings. Rooms are also available for individual consultation. See the [PSC website](#) for more information about the services identified below:

[Academic Intervention Consultation Services:](#) The service provides academic assessment and intervention services for students who demonstrate difficulty with basic academic skills, such as math, reading, spelling, and writing. This service also provides consultation services to parents and teachers of students who are struggling academically. Consultations and workshops on various topics are also provided at schools and for school districts.

[Child/Adolescent Intervention Services:](#) The PSC provides either clinic-based, school-based, or classroom-based intervention services. Clinic-based and school-based intervention involve individual counseling for students with troubling behaviors who are referred for treatment as a result of an evaluation or by a parent, school representative, physician, or social service agency. This service also provides group counseling. Classroom-based intervention involves addressing a focal concern within a classroom group, such as social/communication skills or compliance with directions from a teacher.

[Child and Adolescent Assessment Service:](#) This service provides psychological assessment for children and adolescents who are experiencing learning and/or adjustment problems. Also, assessment and parent/school consultation services are provided for children and adolescents gifted with advanced development.

[College Learning Assessment Service:](#) This service offers standardized testing primarily for college students with a history of learning disabilities or who think they might have learning disabilities. The value of testing is that results often clarify for college students exactly what, if any, diagnosable learning disabilities they might have. Plans can be designed for college students to adjust to new learning techniques and, if indicated, to seek assistance with the learning process.

[Multidisciplinary Psychoeducational Assessment Service:](#) This service includes staff representing the disciplines of school psychology, speech and audiology, special education, social work, and literacy. The primary objective of this service is the training of future school-based, pupil-personnel services, and educational specialists who function with an interdisciplinary orientation towards assessment and intervention. The multidisciplinary service provides these services for school-age children, adolescents, and their families.

The department also provides autism services through [The Autism Place](#), which is funded by grants, donations, and the University. Autism services include parent and teacher consultation, individualized intervention services in both clinic and home settings for children with autism, social skills groups, and specialized services for early childhood-age children. Trainees are assigned to The Autism Place for two hours per week during their first year. Trainees also receive supervised experiences at The Autism Place during their second-year PSY 436A05 psychosocial practicum.

Other doctoral practicum sites may include, but are not limited to:

- The Baby Fold Foster Care Program
- Hammitt School/The Baby Fold (local school/agency for children with severe behavior disorders)
- Mental Health Consultant for Heartland Head Start
- OSF Children's Hospital of Illinois Psychological Assessment Center
- Southern Illinois University School of Medicine/St. John's Hospital in Springfield
- Pontiac Township High School Student Health Center
- University of Illinois at Champaign/Urbana Division of Rehabilitative and Educational Services
- The ABLE Center

Program Logs

Trainees must prepare logs related to their fieldwork, practica, and internship. The Program Logs are used to monitor fieldwork and practicum activities by the University supervisor, and to provide information for internship and licensure applications. The Program logs should be maintained as a Microsoft Excel spreadsheet. Trainees should design the Program Log to aggregate the data and summarize information based on the focus of interest; categories should be operationally defined. Trainees should periodically print their logs as a back-up record. The Program Log is available on the [Doctoral Forms website](#).

Portfolio

Trainees must develop a portfolio that includes a collection of their work samples completed during their doctoral training and internship. This portfolio is discussed in PSY 472 Legal, Ethical, and Professional Issues in School Psychology during the first year in the Doctoral Program. Artifacts should be added to the portfolio at the end of the first semester, second year practica, and during the internship. The portfolio must include:

- A cover page and table of contents
- Curriculum vitae
- A personal statement (1-2 pages) of the trainee's philosophy of school psychology and goals for practice
- A practicum log summary (first year fieldwork, practica, and advanced practica) that identifies areas of counseling, assessment/intervention, age groups, referral concerns, types of referral (e.g., individual, group, family), and consultation information
- The internship log
- A selection of artifacts that reflect the trainee's best work related to program objectives and competencies (e.g., written case samples, videos, statements from supervisor, evaluation letters, etc.)

Portfolio sections should be included as they are developed and periodically updated. The portfolio sections should address the following areas:

Professional Development

- Curriculum vitae
- Undergraduate and graduate transcripts
- Program of study
- Statement of professional philosophy
- Statement of professional goals and competencies
- Description of practica and internship
- Community involvement projects
- Memberships in professional organizations (include copies of membership letter or card)

- Journal and/or newsletter descriptions
- Attendance or presentation (include any bulletins, outlines, notes of personal reactions, and presentation evaluation, if applicable, etc.) at:
 - Conferences
 - Workshops
 - University events

Functional Assessment—direct measures of academic and psychosocial problems

- Position papers and reaction papers
- Observation protocols
- Teacher interviews (forms)
- Psychoeducational reports (e.g., observations, interviews, CBA/CBM, functional analysis, etc.)
- CBM Data (e.g., Survey Level Assessment, Goals, Progress Monitoring Graphs, Report, etc.)

Published Norm-Referenced Assessment

- Position papers and reaction papers
- Protocols
- Psychoeducational reports
- Critiques of assessment tools and test reviews

Consultation

- Videotapes, DVDs, or audio tapes of interviews and consultative meetings
- Evaluation forms
- Consultation reports (e.g., behavioral, academic, etc.)

Intervention

- Social skills training (videotapes, DVDs, checklists, handouts, etc.)
- Report of intervention implementation and evaluation for academic and psychosocial concerns and problems (i.e., impact data)

Research

- Papers
- Thesis, if applicable, and dissertation (abstracts and table of contents only, if space is limited)
- Annotated log of readings

Publications

- Articles
- Book chapters
- Reviews and critiques

After selecting artifacts to demonstrate each competency, trainees should write (a) a brief description of the artifact and (b) a comprehensive account of how the artifact demonstrates competency. If a single artifact is used across different competencies, a rationale must be provided explaining how the artifact relates to and illustrates each competency. For example, if a paper is used to demonstrate competency related to diversity, data based decision-making, and consultation, a different rationale must be written that identifies how the paper demonstrates competency across each of the three areas.

First Year Fieldwork/Practicum

The purpose of the fieldwork and practicum experience is to expose trainees to the culture and operation of schools and the role and function of school personnel (e.g., school psychologist, principal, teacher, speech therapist, school nurse, school social worker, etc.). Trainees are also exposed to other settings where school psychologists may work (i.e., The Autism Place).

Trainees are supervised in a school setting and in a Head Start classroom by a site supervisor. Trainees and their site supervisors should complete a fieldwork/practicum agreement for each of the placement sites. If the fieldwork site does not have an agreement, trainees and their supervisors should modify the appropriate PSY 498A05 First Year Fieldwork/Practicum Agreement (i.e., for a public school, a Head Start classroom, or The Autism Place) to identify the specific learning experience that is provided at the practicum site. Sample agreements are available on the [Doctoral Forms website](#). The completed agreement should be submitted to the program coordinator by September 1.

Elementary School Field Placements

At their field placements, trainees should observe in classrooms, at problem solving team meetings, and during parent conferences, etc. After approximately 10-12 weeks of observation during the fall semester, trainees should participate more directly in consultation with advanced doctoral trainee supervisors, as deemed appropriate by the site supervisor. Direct participation may include tutoring, assisting with group interventions such as social skills training, and collecting observational data for planning, implementing, and evaluating interventions developed by the building-based intervention teams. It should be noted that some training activities may require permission from the parent(s). Trainees should consult with the site supervisor to determine if permission is needed.

Elementary school placement may include:

- Compose a letter introducing yourself to the school faculty and staff
- Meet the placement site supervisor (school psychologist, guidance counselor, social worker, or principal) to explain your role and schedule; obtain a copy of the school calendar (including teacher meetings), school policies and handbooks; ask for a mailbox or space for messages
- Ask the site supervisor to ask the principal to make you part of the building e-mail list
- Attend an early teachers' meeting to introduce yourself
- Schedule a meeting with Dr. Swerdlik, the site supervisor, and yourself
- Interview the school principal or assistant principal about their role and function
- Interview a school staff member about their role and function in the school
- Review the building's crisis intervention plan; obtain a copy of the plan from the site supervisor or building principal
- Interview a general education teacher about their role and perceptions
- Interview a special education teacher about their role and perceptions
- Interview a school psychologist about their role and perceptions
- Interview another school professional (school nurse, social worker, speech pathologist, etc.) about their role and perceptions
- Interview the person who coordinates the school's group-testing program
- Inspect a student's cumulative file, paying particular attention to school policy regarding these files (e.g., types of information in the file, provisions for the release of information, etc.)
- Review the school's discipline policy
- Determine avenues of parent-school communication
- Attend a school board meeting
- Attend a policy council meeting (e.g., Head Start)
- Attend a PTA or PTO meeting
- Attend one teachers' meeting (in addition to the meeting where you were introduced)
- Observe a parent-teacher conference
- Observe a vision-hearing screening or speech-language screening
- Observe bus, lunch, or recess supervision
- Review scope and sequence of reading curriculum for all grades at the school
- Review scope and sequence of math curriculum for all grades at the school

- Review scope and sequence of the written expression curriculum for all grades at the school
- Observe a reading class in at least two different grade levels
- Observe a math class in at least two different grade levels
- Observe written language (written expression) instruction
- Observe the various components of a prevention programs such as Positive Behavioral Supports (PBIS), I Can Problem Solve, or other social skills prevention programs
- Observe effective teaching strategies
- Conduct a curriculum-based measurement during the spring semester
- Observe a preschool assessment
- Observe a low-incidence assessment (e.g., vision, hearing-impaired, EMD/TMD)
- Attend a problem-solving team meeting (which may have a different title in each building)
- Eat breakfast or lunch with teachers in the school building
- Tutor a student in reading and use a progress monitoring system
- Tutor a student in math and use a progress monitoring system
- Tutor a student in written language and use a progress monitoring system
- Observe a classroom at each grade in the school; pay particular attention to characteristics of the students, peer interactions, classroom environment, classroom discipline
- Observe a special education classroom in the school; pay particular attention to characteristics of the students, peer interactions, classroom arrangement, classroom discipline
- Attend an annual review of a student receiving special education services
- Attend an IEP meeting for a student being considered for special education services
- Adopt a classroom (i.e., spend extra time in one classroom to become familiar with the teacher and students)
- Spend a half-day with a school psychologist from the school district
- Observe special education programs at the junior and senior level
- Observe a session conducted by a speech pathologist
- Teach a lesson to a class
- Complete other activities as discussed with the site supervisor

Head Start placement may include:

- Observe pre-school age children from diverse racial, ethnic, and socioeconomic backgrounds and note the rate of learning among the children (e.g., Do they seem to comprehend and remember certain lessons better than others? Is there a pattern among these lessons? Are there similarities within groups of children who learn quickly and within groups of children who learn slowly? Are there social implications for different rates of learning?)
- Observe the levels and types of play among the children (e.g., solitary, parallel, associative, constructive, sociodramatic, games with rules, etc. If a child is engaging in a higher or lower level of play than average, do other activities or behaviors differ from the norm?)
- Note the gender, age, and cultural differences and similarities so you can develop an understanding of norms among preschool-age children
- Determine if antecedent conditions precipitate aggressive or noncompliant behavior by difficult children and, if possible, try to alter the conditions and then observe the effects
- Notice children with symptoms of anxiety or depression, which is often overlooked, and research appropriate interventions
- Note children who might be ignored or rejected (e.g., If cliques form and some children are regularly left out, ask the teacher if he/she would approve of you structuring play situations to include the children who are ignored or rejected)
- Assist the Head Start school mental health consultants in completing their psychological

assessments by observing children in the classroom, reviewing records, etc.

- Complete the ECKRES (classroom environment scale) in selected classrooms
- Tutor individual children in meeting their goals in their individualized plans
- Co-lead classroom sessions or conduct small group “booster sessions” of a social skills training program (e.g., Second Step) (trainees should be trained before implementing this activity in the classroom)
- Assist the Head Start teacher as appropriate
- Attend at least one center meeting for parents and one Head Start board meeting
- Assist with early literacy activities in the classroom
- Attend consistently and complete case presentations on children as part of Head Start supervision

Trainees are required to keep a log of each public school, Head Start classroom, and TAP field experience. At the end of each week of their fieldwork experience, trainees should complete the PSY 498A05 First Year Fieldwork/Practicum Weekly Reflection Log for their public school placements. Trainees should submit Head Start and TAP logs on alternate weeks. Both Reflection Log is available on the [Doctoral Forms website](#). Trainees should submit their weekly reflection logs to their advanced doctoral trainee supervisors.

The Autism Place placement

First year trainees are assigned to work two hours per week at The Autism Place (TAP). The TAP placement training goals include gaining experience with the following:

- Working with children with autism
- Working in a social skills group or individual treatment team with a team of graduate and undergraduate clinicians
- Working with various methods of assessment and data collection procedures
- Using data to inform treatment plans
- Working with applied behavior analysis, discrete trial training, pivotal response training, prompting, reinforcement procedures, and treatment goal formation
- Planning and leading activities within a treatment session
- Writing final reports
- Learning to form group and individualized behavior plans
- Collaborating with parents
- Overall professional development in a clinic setting

During the fall semester at TAP, trainees are expected to:

- Attend the TAP autism orientation session
- Participate in their assigned social skill group, sibling group, or individual treatment team
- Attend weekly treatment sessions and treatment planning meetings
- Help with data collection procedures
- Assist the second-year graduate trainee during each treatment (e.g., helping to set up the room before the session begins, helping with treatment session activities, preparing progress notes, cleaning up the room after the treatment session)
- Help the second-year graduate trainee, during November and December, with planning one treatment activity each week

During the spring semester at TAP, trainees are expected to:

- Attend weekly treatment sessions and treatment planning meetings
- Provide assistance with data collection procedures

- Assist the second-year trainee during the treatment sessions (e.g., help with setting up the room before the session begins, help with treatment session activities, preparing progress notices, and cleaning up the room after the treatment session)
- Attend a parent meeting with a second-year clinician to introduce yourself and your role in the treatment process
- Attend at least one supervision session with the second-year clinician and their supervisor
- Gradually take an active role in leading social skills groups by mastering each of the following skills one at a time
 - Plan a treatment activity
 - Lead a treatment activity
 - Write home connections
 - Run a before group team meeting
 - Summarize treatment data
 - Make suggestions for at least one final report

First Year Fieldwork Supervision and Evaluation

First year trainees assigned to public school placements are supervised by advanced doctoral trainees who have completed supervision training and practice or are concurrently enrolled in PSY 536 Seminar and Practicum in Supervision of School Psychological Services. Advanced doctoral trainees meet every week with their first-year trainees for individual supervision. On-site supervision in the public school is also provided by the building school psychologist or other designated school personnel. On-site supervision at each Head Start placement is provided by the Head Start classroom teacher, and University supervision is provided by the Head Start Mental Health Consultant who is assigned to trainees' classrooms. Trainees receive on-site supervision at TAP by advanced doctoral trainees and weekly group supervision by second year clinicians.

First year trainees are evaluated by designated University and site supervisors. Trainees also evaluate the quality their fieldwork placement sites, which includes a list of activities performed at each site. All of the fieldwork evaluations are used to determine trainees' grades for each semester of PSY 498A05. The following evaluation forms must be completed for the first-year fieldwork:

- First Year Head Start Site Supervisor Evaluation (Qualtrics)
- School Psychology Program Practicum Evaluation (Qualtrics) (completed by university and site supervisors in each of the trainees' three placements)

A mid-year evaluation is also completed by psychology faculty members for fall semester courses and by faculty supervisors for trainees who are graduate assistants. A sample copy of the First Year Trainee Mid-Year Evaluation form is available on the [Doctoral Forms website](#). All of the completed evaluation forms should be submitted to the program coordinator by the end of each semester.

When all of the evaluation forms are received for the fall semester, the program coordinator will complete the PSY 498A05 First Year Trainee Mid-Year Feedback Conference Summary for each trainee. The program coordinator will review the summary with each trainee and trainees will receive a copy of their Conference Summary. All of the first year fieldwork and practicum forms are available on the [Doctoral Forms website](#).

Entry-Level Practicum

The Doctoral Program practicum courses are taught in conjunction with ongoing courses in psychosocial interventions, human development, and physiological psychology. Trainees enroll, during the fall and

spring semesters of their second year in PSY 436A05 Practicum: Psychosocial Assessment and Intervention and PSY 436A04 Practicum: Psychoeducational Assessment and Intervention.

The PSY 436A05 psychosocial practicum allows trainees to work in the specialty services provided at the Psychological Services Center (PSC) such as Child/Adolescent Intervention Services, where trainees deliver mental health services at the PSC and in the schools through the school-linked outreach service. As part of this practicum, trainees work with cases referred to the PSC for psychosocial concerns; trainees conduct assessments and generate a variety of interventions. Direct and indirect interventions may include individual and group counseling, behavior management, collaborative consultation, and preventative mental health services. Enrollment in PSY 436A05 requires a minimum of 250 supervised hours.

The PSY 436A04 psychoeducational practicum also includes working at the PSC. Trainees are assigned for one semester to the following PSC services: Child/Adolescent Psychoeducational Assessment Service, Multidisciplinary Psychoeducational Assessment Service, and Academic Intervention Consultation Services. Trainees are also assigned, for one semester, to a local school that is implementing a Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) school service organization. Trainees are supervised by a school psychologist at the school. This field placement is at a school where the supervising school psychologist is involved in psychoeducational problems and uses functional behavior assessment for academic behaviors and curriculum-based measures. Enrollment in PSY 436A.04 requires a minimum of 250 supervised hours.

The psychoeducational practicum allows trainees to work with children and adolescents referred to the PSC for a variety of educational problems. This work includes comprehensive psychoeducational assessment, and the development and implementation of direct and indirect academic interventions. Trainees also receive experiences related to the assessment for and development and implementation of interventions by participating in school-based intervention teams.

To be eligible for the psychoeducational practicum experience in local public schools implementing Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI), the trainee, school district field supervisor and/or district administrator, and University supervisor should complete a practicum agreement. If the public school does not have a practicum agreement, trainees and their supervisors should modify the PSY 436A04 Psychoeducational Practicum RtI Agreement to identify the parties and specific learning experience that is provided at the practicum site. A sample agreement is available on the [Doctoral Forms website](#). The signed PSY 436A04 RtI Agreement should be submitted to the program coordinator by September 1.

Entry-Level Practicum Supervision and Evaluation

School Psychology faculty members, who are appropriately licensed, supervise the second-year trainees at the PSC and in the public schools. Appropriately licensed/credentialed school psychologists also supervise trainees in the school-based psychoeducational assessment Response to Intervention practicum sites for one semester. Typically, two School Psychology faculty members are assigned to supervise the PSY 436A04 psychoeducational practicum and three faculty members supervise the PSY 436A05 psychosocial practicum.

The psychosocial and psychoeducational practica are evaluated by trainees and the practicum supervisors at the end of the fall and spring semesters. Trainees are also required to evaluate each practicum site and the experiences and opportunities that were provided at each site. The practicum evaluation form is available via Qualtrics, and should be completed by trainee and the site supervisor(s) and submitted to the

program coordinator before the end of each semester. A sample copy of the School Psychology Program Practicum Evaluation form (Qualtrics) is available on the [Doctoral Forms website](#).

Advanced Practicum

Doctoral trainees must consult with their program advisors before registering for any PSY 590 advanced practicum course. The Doctoral Program will provide a list of advanced practica sites. This list includes a description of each site, credits, time commitment, prerequisite courses or other special requirements, university and site supervisors, and current trainee(s) at the practica sites. When the specific PSY 590 course and a practicum site is selected by trainees and their program advisors, trainees should complete a PSY 590 Advanced Practicum Request. Trainees must also complete the PSY 590 Advanced Practicum Agreement with the University and site supervisors. The PSY 590 Request and Agreement are available on the [Doctoral Forms website](#). Trainees should submit the signed Request and Agreement to the program coordinator for approval before the Graduate Programs Office will process an override for the PSY 590 course. The Graduate Programs Office will notify trainees when to register for PSY 590.

Trainees must enroll in PSY 590A03 Advanced Practicum Supervision, during the fall semester of their fourth year, in order to supervise trainees during first-year fieldwork placements. Metasupervision is provided to the advanced doctoral trainee supervisors by a School Psychology faculty member.

Advanced Practicum Supervision and Evaluation

Advanced practicum courses are jointly supervised by program faculty members and field supervisors who have the appropriate training and credentials, or by program faculty who supervise trainees in the faculty member's specialty clinics (e.g., Autism services, Academic Intervention and Consultation Service, Child and Adolescent Intervention Service, College Learning Assessment Service) at the PSC. After trainees complete any PSY 590 advanced practicum course, University and field supervisors should complete the School Psychology Program Practicum Evaluation form (Qualtrics). A sample copy of the evaluation form is available on the [Doctoral Forms website](#). The completed evaluations should be submitted to the program coordinator by the end of each semester of the advanced practicum.

Annual Progress Reports

Trainees must submit annual progress reports to the Doctoral Program. The reports are:

- Academic Professional Development Information
- Apprenticeship/Thesis/Dissertation Progress Report
- Current curriculum vitae
- Unofficial transcript of coursework

The Academic Professional Development Information form and Apprenticeship/Thesis/Dissertation Progress Report are available on the [Doctoral Forms website](#). Trainees should submit this information to the Graduate Programs Office by April 1. The Graduate Programs Office will submit the reports to the program coordinator.

Each year to satisfy its accreditation requirements, the Doctoral Program submits its Annual Report Online (ARO) to the American Psychological Association. In the ARO, the program reports on the activities and accomplishments of its students, faculty, and alumni during the academic year. The Graduate Programs Office will send trainees a survey based on the APA's Student Data Sheet. Trainees should complete the survey and submit it to the Graduate Programs Office by August 1.

Doctoral Degree Audit Worksheet

Trainees must complete, with the assistance of their program advisors, the Doctoral Degree Audit Worksheet, which is available on the [Doctoral Forms website](#). The completed worksheet should be approved by trainees' program advisors and the program coordinator by April 15 of trainees' second year in the doctoral program. Trainees may not register for any 500-level course (excluding PSY 547) or the comprehensive examination until the Doctoral Degree Audit Worksheet is approved. The approved Worksheet should be used to complete the Graduate School's Doctoral Degree Audit; see Doctoral Degree Audit section below.

Research Apprenticeship or Master's Thesis

Trainees must complete either a research apprenticeship or a master's thesis. Trainees must decide which option during their first semester in the doctoral program. Trainees should indicate either the apprenticeship or thesis option on the Apprenticeship/Thesis/Dissertation Progress Report.

Research Apprenticeship

PSY 502 Research Apprenticeship provides trainees an intensive experience in the development and implementation of an empirical research project. Trainees should solicit a faculty member as the apprenticeship supervisor. Trainees and their faculty supervisors should complete the PSY 502 Research Apprenticeship form and submit it to the program coordinator for approval. The form is available on the [Doctoral Forms website](#). The program coordinator will submit the approved Apprenticeship form to the Graduate Programs Office.

Trainees must conduct an independent data-based investigation as the research apprenticeship. Additional faculty members may be selected to assist in the conceptualization and implementation of the research project. Once the apprenticeship project is completed, trainees must present the results of their investigations at the Doctoral Research Apprenticeship Colloquium during the spring semester. After February 15 of the second year in the program, trainees may not decide to switch to the master's thesis.

Doctoral trainees must also prepare a manuscript (limited to a brief report length) explaining the results of their investigations. The manuscript requirement is waived if trainees present their apprenticeship project at a national conference. Trainees should complete their research apprenticeship by December 1 of their third year in the program.

For trainees entering the Doctoral Program with a master's degree that included an empirical master's thesis, the Research Apprenticeship option may be waived. Trainees should contact the program coordinator about a PSY 502 course exemption; see the Course Exemption section above. Trainees requesting an exemption may be required to submit a copy of their master's thesis for evaluation. The School Psychology Coordinating Committee will decide if the submitted thesis qualifies for the course exemption.

Master's Thesis

Trainees may earn a master's degree in Psychology prior to earning their doctorate. For the master's degree, trainees must complete a minimum of 32 graduate credits, (i.e., the first two years of the doctoral curriculum) including PSY 418 Learning and Cognition, PSY 420 Theories of Personality, and PSY 440 Statistics: Data Analysis and Methodology. Trainees must also write and defend a master's thesis (4-6 credits of PSY 499). A list of recommended school psychology courses is available in Appendix B.

Trainees should review the [Doctoral Thesis website](#) for a thorough explanation of the department's procedures. The University's thesis formatting requirements are identified on the Graduate School's

[Academics \(Thesis Assistance\) website](#). Trainees must also follow the writing style outlined in the *Publication Manual of the American Psychological Association* (7th edition, 2019) and must comply with the APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2010) when conducting research.

Forming a Thesis Committee

Trainees should discuss their research interests with department faculty and solicit a Graduate Faculty member to serve as the thesis committee chair. After a faculty member agrees to serve as the thesis chair, trainees should complete the Department Approval of Thesis Committee Chair form, which is available on the [Doctoral Thesis website](#) under the Forming a Committee link. Trainees should obtain the faculty member's signature and submit the signed form to the program coordinator. This form also includes an override request to enroll in PSY 499 Master's Thesis for the first thesis credit. After the Committee Chair form is approved by the program coordinator, the Graduate Programs Office will process a PSY 499 course override. The Graduate Programs Office will notify trainees when to register for PSY499.

Trainees should work with their committee chair to select a second Graduate Faculty member to serve on the thesis committee. When the second Graduate Faculty member has agreed to serve on the thesis committee, trainees should complete the Department Approval of Thesis Committee form, which is available on the [Doctoral Thesis website](#). Trainees should obtain the faculty member's signature and submit the signed form to the Graduate Programs Office for approval from the department chair. Based on Graduate School policy, a majority of the thesis committee must be full members of the Graduate Faculty. Therefore, if the thesis committee has only two committee members, both committee members must have full Graduate Faculty status. If the thesis committee has an associate member of the Graduate Faculty, the thesis committee must have a second committee member who has full Graduate Faculty status.

After the thesis committee has been approved, trainees may request a change in their committee or research topic. Trainees should discuss any changes with their thesis committee chair. Trainees should complete the Change of Thesis Committee form, which is available on the [Doctoral Thesis website](#). If the requested change includes a new committee chair or member, trainees must obtain the signatures of all committee members (i.e., current, past, and future members). The signed form should be submitted to the Graduate Programs Office for approval from the department chair.

Thesis Proposal

Trainees should work with their thesis committee chair to review relevant literature and develop a thesis proposal. Trainees must register for PSY 499 the semester trainees plan to publicly propose their theses. Trainees must complete a copyright check before proposing their thesis. The information about a copyright check is on the Proposal Approval Form, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees must complete page 2 of the Proposal Approval Form. If any of the boxes in the Copyright Checklist section are marked, trainees must discuss their thesis with the [Copyright Officer](#) and obtain the Copyright Officer's signature on the Proposal Approval Form before trainees can schedule their thesis proposal.

When they are ready to present their thesis proposal, trainees should contact the Graduate Programs Office to request a reader. The Graduate Programs Office will request the department assign a reader. The reader is a psychology faculty member who is not affiliated with the graduate program of the trainee or thesis committee members. Readers are selected to represent the department in the thesis process. The Graduate Programs Office will notify trainees when a reader is assigned. Trainees must work with their thesis committee and reader to determine a mutually acceptable date and time for the thesis proposal. The thesis proposal must be presented between 8:00 a.m. and 5:00 p.m. Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When a date and time has been selected, trainees must contact the Graduate Programs Office to reserve a room for the thesis

proposal. The Graduate Programs Office will notify the trainee when a room has been reserved.

Trainees must prepare a written version of their thesis proposal. On page 3 of the Proposal Approval Form, trainees should fill in the information for their thesis committee chair and member(s), the department, and the Graduate Faculty status. The reader is not identified on the Proposal Approval Form. If the thesis committee includes an individual who is not a member of the Graduate Faculty at Illinois State, trainees must request an exception for their thesis committee. The Proposal Approval Form includes a section on page 3 that must be completed to request the exception for the committee member. In this section, trainees must explain the qualifications of the individual to serve on the thesis committee. Trainees must also obtain the curriculum vitae from the committee member that must be attached to the Proposal Approval Form. Trainees must submit a printed copy of the thesis proposal and the Proposal Approval Form to the Graduate Programs Office at least seven days before the proposal date. The only signature on the Proposal Approval Form should be the Copyright Officer, if applicable. The Graduate Programs Office will announce the thesis proposal date on the department's email listservs and the University's Events website. The proposal date is also posted on the bulletin board across from the department's office.

After the proposal has been presented and approved by the thesis committee, the committee chair, member(s), and trainee should sign the Proposal Approval Form. If trainees need to amend the thesis proposal, the Proposal Approval Form should not be signed until the thesis chair verifies the changes were made. When the Proposal Approval Form has been signed by the thesis committee, trainees should submit the signed Form to the Graduate Programs Office. The Graduate Programs Office will submit the Proposal Approval Form to the department chair for approval. When approved by the department chair, the Graduate Programs Office will submit the Proposal Approval Form to the Graduate School for final approval. When the thesis proposal is approved by the Graduate School, trainees will receive a copy of the approved Proposal Approval Form in an email from the Graduate School. Thesis proposals must be approved by February 15 of trainees' second year in the doctoral program. No exceptions, extensions, waivers, etc., are granted for this deadline. After their thesis proposal is approved by the thesis committee, trainees may not decide to switch to the research apprenticeship.

Establishing a ProQuest Account

The University uses ProQuest, a national electronic database, for the submission of all theses. The department recommends trainees establish a ProQuest account after the thesis committee approves their proposal. The ProQuest link is available on the Graduate School's [Academics \(Thesis Assistance\) website](#) under the Defense and Thesis/Dissertation Revision section. The approved proposal should be uploaded to ProQuest. If a ProQuest account is not created when the proposal is approved, trainees must establish the account and upload their theses to ProQuest before the Right to Defend form is submitted to the Graduate School for permission to schedule a thesis defense.

Thesis Research

Before conducting any thesis research involving human participants, trainees must receive approval of their research project from The University's [Institutional Review Board](#). The thesis proposal must include, in the methods section, a detailed explanation of how ethical requirements are satisfied (e.g., possible risks to participants, how such risks are minimized, confidentiality procedures, informed consent and debriefing procedures, etc.). Trainees must also comply with the department's [Ethical Guidelines and Procedures for Research Using Human Participants](#) guidelines and procedures.

Before conducting any research involving animals, trainees must receive approval of the research project from The University's [Institutional Animal Care and Use Committee \(IACUC\)](#). The thesis proposal must include, in the method section, a detailed explanation of how the ethical requirements for the care and use of animals will comply with the IACUC procedures.

Admission to Master's Program in Psychology

Trainees must apply for admission to the master's degree program in Psychology at the beginning of the semester trainees plan to defend their master's thesis. Trainees should contact the Graduate Programs Office for information about completing the master's degree program application. When the application is approved by the department and University, the Graduate Programs Office will notify trainees of their master's status. Trainees must be admitted to the master's degree program in Psychology before scheduling their thesis defenses. Trainees will have dual graduate program status (master's and doctoral) until the master's degree is conferred.

Master's Degree Audit

Trainees must also complete a Master's Degree Audit at the beginning of the semester they plan to defend their theses. Information about the Degree Audit is available on the department's [Degree Audit website](#). The Degree Audit should identify only 300- and 400-level courses that were completed to satisfy the master's degree requirements. The completed Degree Audit should be saved as an editable document and submitted as an email attachment to the program coordinator for approval. If approved, the program coordinator will submit the Degree Audit to Evaluation Services (Graduate Programs) at grad.degree.audit@ilstu.edu for preliminary and final reviews. The trainee should have an approved Degree Audit on file before defending the thesis.

Applying for Graduation

To graduate with a master's degree, doctoral trainees must meet all master's curriculum requirements and have an approved master's thesis. At the beginning of the semester in which the master's thesis will be defended, trainees must complete the Application for Completion of Degree, which is available on the Graduate School's [Graduation and Commencement website](#). The completed form and application fee must be submitted to the Graduate School by the application deadline. See the Dates and Deadlines link on the Graduation and Commencement website.

Defending a Thesis

After the research has been conducted and data collected and analyzed, trainees must publicly defend their thesis. Trainees must register for PSY 499 the semester trainees plan to defend their theses. Trainees must have a current thesis uploaded to ProQuest. The thesis should contain all of the required thesis chapters. Trainees must complete the Right to Defend form, obtain the thesis chair's signature, and submit the form to the Graduate School. The Right to Defend form is available on the Graduate School's [Academics \(Forms\) website](#). The Graduate School will review the thesis in ProQuest. If the thesis is acceptable, the Graduate School will notify trainees by email that they may schedule their thesis defense. If the Graduate Programs Office is not copied on this email, trainees must forward the Graduate School's email to the Graduate Programs Office at psygrad@ilstu.edu. The Graduate School's right to defend email must be received by the Graduate Programs Office before trainees can schedule a thesis defense.

The thesis must be defended at a time that is mutually agreeable to the trainee, thesis committee, and reader. The thesis defense must be presented between 8:00 a.m. and 5:00 p.m. Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When trainees, their thesis committee, and reader have determined an acceptable date and time for the defense, trainees should contact the Graduate Programs Office to reserve a room. The Graduate Programs Office will notify trainees when a room has been reserved for the defense. Trainees must submit a printed copy of their thesis to the Graduate Programs Office at least seven days before the defense date. The Graduate Program Office will announce the thesis defense on the department's email listservs. The Graduate School will post the defense date on the University's Events website. The defense date is also posted on the bulletin board across from the department's office.

Trainees must bring an Outcome of Defense form to the defense. The Outcome of Defense form is available on the Graduate School's [Academics \(Forms\) website](#). After the thesis is defended and any changes, if required by the thesis committee, are made, the Outcome of Defense form should be signed by the thesis committee, but not the reader. Trainees must submit a copy of the signed Outcome of Defense form to the Graduate Programs Office. Trainees must upload their final thesis to ProQuest to satisfy graduation requirements. The final thesis uploaded to ProQuest must be fully formatted and have a different submission date than the thesis reviewed by the Graduate School for the right to defend.

Trainees must submit the original signed Outcome of Defense form to the Graduate School. Trainees must also complete the Final Deposit Checklist, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees should follow the directions on the Checklist and submit the required documentation to the Graduate School.

In addition to the oral defense of a master's thesis, doctoral trainees are also required to present their theses research at the Doctoral Research Apprenticeship Colloquium during the spring semester. Trainees should defend the master's thesis by December 1 of their third year in the doctoral program.

Doctoral Program Status

After the master's degree is conferred, trainees' master's standing will become part of their graduate record. Trainees will continue their graduate standing in the doctoral program. The thesis defense must be approved by trainee's thesis committee before starting work on their doctoral dissertation.

Dissertation

Doctoral program requirements include writing and defending a dissertation. Trainees must complete their research apprenticeship or defend their master's thesis prior to starting a dissertation. The doctoral dissertation is an original and independent research project that is expected to make a substantive contribution to the research literature in the area of study. The scope of an empirical dissertation is significantly broader, more complex, and more innovative than a master's thesis. Trainees should critically evaluate relevant literature and develop a compelling research design, implement an appropriate research protocol, collect and analyze data, and present their findings in a dissertation. Trainees should review the [Doctoral Dissertation website](#) for a thorough explanation of the department's dissertation procedures. The University's dissertation format requirements are identified on the Graduate School's [Academics \(Dissertation Assistance\) website](#). Trainees must also follow the writing style outlined in the *Publication Manual of the American Psychological Association* (7th edition, 2019) and must comply with the APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2010) when conducting research. Doctoral trainees must enroll in PSY 599 Doctoral Research for a total of 15 credits.

Forming a Dissertation Committee

Trainees should discuss their research interests with department faculty and solicit a Graduate Faculty member to serve as the dissertation committee chair. After a faculty member agrees to serve as the committee chair, trainees should complete the Department Approval of Dissertation Committee Chair form, which is available on the [Doctoral Dissertation website](#). Trainees should obtain the signature of their committee chair and submit the signed form to the program coordinator for approval. This form includes an override request for PSY 599 Doctoral Research for the first dissertation credit. The Graduate Programs Office will process the overrides and notify trainees when they can register for PSY 599.

Trainees should work with the committee chair to select other Graduate Faculty members to serve on their dissertation committee. The committee includes at least four members of the Graduate Faculty with one

member from outside the Department of Psychology. After all of the committee members are selected and the research topic is clarified, trainees should complete the Department Approval of Dissertation Committee form, which is available on the [Doctoral Dissertation website](#). Trainees should obtain the signatures of their dissertation committee members and submit the signed form to the Graduate Programs Office for approval from the department chair.

After the dissertation committee has been approved, trainees may request a change in their committee or dissertation topic. Trainees should discuss any changes with their dissertation committee chair. Trainees should complete the Change of Dissertation Committee/Project form, which is available on the [Doctoral Dissertation website](#). If the requested change includes a new committee member, trainees must obtain the signatures of all committee members (i.e., current, past, and new members). The signed form should be submitted to the Graduate Programs Office for approval from the department chair.

Dissertation Proposal

Trainees should work with their dissertation committee chair to review relevant literature and develop a proposal. Trainees must register for PSY 599 the semester trainees plan to publicly propose their dissertations. The information about the copyright check is on the Proposal Approval Form, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees must complete page 2 of the Proposal Approval Form. If any of the boxes are marked in the Copyright Checklist section of the Form, trainees must discuss their dissertation with the [Copyright Officer](#) and obtain the Copyright Officer's signature on the Proposal Approval Form before trainees can schedule their dissertation proposal.

When ready to present the dissertation proposal, trainees must contact their dissertation committee to determine a mutually acceptable day and time for the proposal. The dissertation proposal must be presented between 8:00 a.m. and 5:00 p.m., Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When a day and time is determined, trainees should contact the Graduate Programs Office to reserve a room for their dissertation proposal. The Graduate Programs Office will notify the trainee when a room has been reserved.

Trainees must prepare a written version of their dissertation proposal. On page 3 of the Proposal Approval Form, trainees should fill in the information for their dissertation committee chair and members, the department, and Graduate Faculty status. If the dissertation committee includes an individual who is not a member of the Graduate Faculty at Illinois State, trainees must request an exception for their dissertation committee. The Proposal Approval Form includes a section on page 3 that must be completed to request the exception for the committee member. Trainees must explain the qualifications of the individual to serve on the dissertation committee. Trainees must also obtain curriculum vitae from the committee member, which should be attached to the Proposal Approval Form. Trainees must submit a printed copy of the dissertation proposal and the Proposal Approval Form to the Graduate Programs Office at least seven days before the proposal date. The only signature on the Proposal Approval Form should be the Copyright Officer, if applicable. The Graduate Programs Office will announce the proposal date on the department's email listservs and on the University's Events website. The proposal date is also posted on the bulletin board across from the department's office.

After the proposal has been presented and approved by the dissertation committee, the committee members and trainee should sign the Proposal Approval Form. If trainees need to amend their dissertation proposal, the Proposal Approval Form should not be signed until the changes are made. When the dissertation committee signs the Proposal Approval Form, trainees should submit the signed Forms to the Graduate Programs Office. The Graduate Programs will submit the signed Form to the department chair for approval. When the department chair approves the Form, the Graduate Programs Office will submit the Proposal Approval Form to the Graduate School for final approval. When the dissertation proposal is approved by

the Graduate School, trainees will receive a copy of the approved Proposal Approval Form in an email from the Graduate School.

Note: For approval to seek an internship, trainees must have passed the comprehensive examination and have a dissertation proposal approved by their committee by October 31 of the academic year trainees plan to apply for an internship. Trainees may not submit internship applications or request letters of recommendation from the faculty until these two requirements are completed.

Establishing a ProQuest Account

The University is using ProQuest, a national electronic database, for submission of all dissertations. The department recommends trainees establish a ProQuest account after the dissertation committee approves their proposal. The ProQuest link is available on the Graduate School's [Academics \(Dissertation Assistance\) website](#) under the Plan Your Defense section. The approved proposal should be uploaded to ProQuest. If a ProQuest account is not created when the proposal is approved, trainees must establish the account and upload their dissertations before the Right to Defend form is submitted to the Graduate School for permission to schedule a dissertation defense.

Maintaining Continuous Registration

Illinois State has a continuous registration policy that takes effect after the dissertation proposal is approved and all program coursework is completed. Trainees must register for at least one credit of PSY 599 each semester after they complete their coursework until their dissertation is defended. According to the *Graduate Catalog*:

Continuous Registration: Once admitted to candidacy in a Doctor of Philosophy degree program, as defined by the Admission to Candidacy policy, and after the student has completed all course work on the Degree Audit and the required number of hours (15) of 599 Doctoral Research, the student is required to maintain continuous registration until the deposit of the final dissertation on ProQuest and in the Graduate School. The requirement for continuous registration may be fulfilled by maintaining registration of 1 hour of 599 each semester through the semester of degree completion. (Students registering for less than 9 credit hours in fall or spring, or less than 6 credit hours in summer will not have the insurance fee automatically assessed. See the Health Insurance section for further information.) The requirement for continuous registration does not apply during the summer term unless the student is graduating that term. Registration for 599 may be in absentia. If circumstances prohibit continuous registration a student must request a leave of absence from the department and then from the Graduate School. Any student interrupting registration without obtaining a leave of absence, upon reenrollment and/or reinstatement, must pay tuition for one credit hour of 599, at the current tuition and fee rates, for each of the delinquent semesters. Any student requesting reinstatement in a degree program after a lapse of one calendar year must direct an application for readmission to the Admissions Office.

Dissertation Research

Before conducting any dissertation research involving human participants, trainees must receive approval of their research project from The University's [Institutional Review Board](#). The dissertation proposal must include, in the methods section, a detailed explanation of how ethical requirements are satisfied (e.g., possible risks to participants, how such risks are minimized, confidentiality procedures, informed consent and debriefing procedures, etc.). Trainees must also comply with the department's [Ethical Guidelines and Procedures for Research Using Human Participants](#) guidelines and procedures.

Defending a Dissertation

After the research has been conducted, and data collected and analyzed, trainees must publicly defend their dissertation. Trainees must register for PSY 599 the semester trainees plan to defend their dissertations. Trainees must have a current dissertation uploaded to ProQuest. The dissertation should contain all of the required dissertation chapters. Trainees must complete and submit the Right to Defend form to the Graduate School. The form is available on the Graduate School's [Academics \(Forms\) website](#). The Graduate School will review the dissertation in ProQuest. If the dissertation is acceptable, the Graduate School will notify trainees by email that they may schedule their dissertation defense. If the Graduate Programs Office is not copied on this email, trainees must forward the Graduate School's email to the Graduate Programs Office at psygrad@ilstu.edu. The Graduate School's right to defend email must be received by the Graduate Programs Office before trainees can schedule a dissertation defense.

The dissertation must be defended at a time that is mutually agreeable to the trainee and dissertation committee. Trainees must schedule the defense at least three weeks in advance of the defense date. The dissertation must be defended between 8:00 a.m. and 5:00 p.m. Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When a defense date and time is determined, trainees should contact the Graduate Programs Office to reserve a room. The Graduate Programs Office will notify trainees when a room has been reserved for the defense.

Trainees must submit to the Graduate Programs Office, at least three weeks in advance of the scheduled defense date and by 12:00 p.m. (Noon), a printed copy of their dissertation. The Graduate Program Office will announce the scheduled defense to the department's email listservs. The Graduate School will post the dissertation defense on the University's Events website. The defense date is also posted on the bulletin board across from the department's office. Trainees must provide a copy of the dissertation to their committee; the copy may be printed or sent electronically, based on the preferences of the committee members.

Trainees must bring an Outcome of Defense form to the defense. The Outcome of Defense form is available on the Graduate School's [Academics \(Forms\) website](#). After the dissertation is defended and any changes, if required by the committee, are made, the Outcome of Defense form should be signed by the dissertation committee. Trainees must submit a copy of the signed Defense form to the Graduate Programs Office. Trainees must upload their final dissertation to ProQuest to satisfy graduation requirements. The final dissertation uploaded to ProQuest must be fully formatted and have a different submission date than the dissertation reviewed by the Graduate School for the right to defend.

Trainees must complete the Final Deposit Checklist, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees should follow the directions on the Checklist and submit the required documentation to the Graduate School.

Comprehensive Examination

The purpose of the comprehensive examination is to assess trainees' ability to integrate, at an advanced level, research and theory from multiple basic areas of psychology. The comprehensive examination samples Discipline Specific Knowledge from the areas of history and systems of psychology and the specialty of school psychology, knowledge of research and theory pertaining to the affective, biological, cognitive, developmental and social aspects of behavior, and knowledge of research methods, statistics and psychometrics. The comprehensive exam also assesses a sample of knowledge related to the Professional Wide Competencies of professional ethics and standards, diagnosis and assessment, evidence-based intervention, consultation, prevention, and supervision.

Trainees should take the exam before the start of their fourth year in the doctoral program. If admitted with a master's degree or a specialist degree in school psychology, trainees should take the exam before the start of their third year in the doctoral program.

In order to take the comprehensive examination, trainees must have completed their research apprenticeships or defended their theses, completed six credits each of the PSY 436A04 psychoeducational and PSY 436A05 psychosocial practica, and have an approved Doctoral Degree Audit Worksheet on file in the Graduate Programs Office. Trainees should complete the Comprehensive Examination Registration form, which is available on the [Doctoral Comprehensive Examination website](#). The completed form should be submitted to the Graduate Programs Office by May 1.

The comprehensive examination is administered for four hours on two consecutive days in August before the start of the fall semester. Trainees should consult with School Psychology faculty members about the scope of the exam questions and appropriate study materials. Consistent with the requirements of the Americans with Disabilities Act, reasonable accommodations are provided through the [Student Access and Accommodation Services](#) for trainees with documented disabilities. Trainees should contact the Student Access and Accommodation Services by the end of the spring semester in order to request services. Trainees must comply with established procedures to determine eligibility for reasonable accommodations. Student Access and Accommodation Services will determine what qualifies as reasonable accommodations and will develop appropriate plans for providing such accommodations.

Exam Questions and Grading

The School Psychology Coordinating Committee (SPCC) write the examination questions. The exam will include at least two questions that assess trainees' knowledge of the core areas of psychology including (a) biological bases of behavior, (b) learning and cognition, (c) personality, (d) developmental psychology, (e) social psychology, (f) measurement, statistics and experimental design and the application of these core areas to doctoral-level training of school psychologists. Three school psychology faculty members evaluate each trainees' answers to each exam question. Trainees' answers are evaluated on a variety of factors including accuracy, direct (i.e., clear writing style) and complete responses, and documentation of responses with sufficient and appropriate references to current research literature. The SPCC will notify trainees, in writing, of their examination results. Passing the comprehensive exam requires a passing score on each question. Trainees must pass the comprehensive examination to receive approval to seek a doctoral internship and before defending their dissertation.

If trainees do not pass the exam, it should be retaken during the spring semester. Trainees may request feedback from the SPCC that includes mean scores across three faculty evaluators for each question, as well as a justification for these scores. The SPCC has the discretion to require trainees who do not pass the exam to retake the entire examination, retake specific areas of the examination, or take an oral examination. If performance in an oral examination is not satisfactory, the SPCC may require trainees to retake some or all of the written comprehensive examination. Trainees who fail to pass a second administration of the comprehensive examination are dismissed from the Doctoral Program.

Pre-Internship Certification

Trainees must complete the Intent for Licensure form by December 1 of the year before internship (i.e., before the end of the fall semester of the fourth or fifth year in the program). The form and instructions are available on the College of Education's Cecil J. Lauby Teacher Education Center's Get Licensed website under Graduate/Advanced Licensure section. This Licensure form authorizes the Lauby Teacher Education Center to complete a preliminary evaluation of trainees' eligibility for state licensure. Trainees should receive a copy of their evaluation approximately four weeks after submitting the Licensure form.

Trainees must pass the Content Area Test in School Psychology by August 15 of their fourth year in the program, even if they are not seeking licensure as a school psychologist. The Content Test is administered by the Illinois State Board of Education and it is required by the state of Illinois for a public school internship and licensure eligibility. Trainees must register for this test on the [Illinois Licensure Testing System \(ILTS\) website](#). Trainees can access and download test frameworks, study guides, and practice tests, and may review their test results on the ILTS website.

Internship Selection Process

Information about potential internship sites is available in the [APPIC Directory](#). Internship sites are selected by trainees with the approval of their program advisors. The internship site should be chosen to meet the program training requirements and be consistent with a trainee's career goals. Trainees are strongly encouraged to apply to and accept internships approved by the American Psychological Association.

Trainees must participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching process. Details related to the internship application process and deadlines are available on the [APPIC Internship Matching Program website](#). Trainees must register and complete the APPIC application by November 15. Individual internship sites may have different application deadlines, but not before November 1. Doctoral trainees' interviews with internship sites that are part of the [Illinois School Psychology Internship Consortium](#) are conducted at Illinois State University in January before the start of the spring semester.

Trainees who are interested in an internship that is not part of APPIC may request permission from the School Psychology Coordinating Committee (SPCC) to opt out of the APPIC match process. Trainees should request the waiver in writing by September 1 of the year in which trainees are applying for the doctoral internship. Trainees should submit the request to the program coordinator. SPCC will notify trainees in writing if the waiver is approved or denied. If a waiver is approved and/or if trainees seek an internship site that is not APA Accredited, trainees must obtain approval of the proposed site and the site supervisor(s) from their program advisor and the ISU University Internship Supervisor. The internship site and the site supervisor(s) must meet the internship approval criteria of the [Council for Directors of School Psychology Programs](#) (CDSPP).

For a non-APA Accredited internship site, the site supervisor(s) should complete Internship Site Eligibility Criteria form, which is available on the [Doctoral Forms website](#). Trainees should submit the form and a curriculum vitae for each site supervisor to the program coordinator at least 30 days before the internship begins. The internship site and internship site supervisor(s) must be approved by the program coordinator before trainees can begin the internship.

The Graduate Programs in School Psychology have adopted the internship site and supervisor approval policy developed by the CDSPP and NASP. When approving school-based internship sites that meet Illinois State Board of Education licensure requirements, the doctoral program has adopted the NASP definition of a school setting, which states:

“A setting in which the primary goal is the education of P-12 students of diverse backgrounds, characteristics, abilities, disabilities, and needs. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of services.”

The Doctoral Program is committed to encouraging trainees to accept high quality internships. Most doctoral internships start the following July or August.

Internship

Trainees typically enroll for an internship during the fifth or sixth year of doctoral training. During the supervised internship, interns are required to function as scientists/practitioners by applying psychological knowledge to solve learning and mental health problems among children and teens. The doctoral internship is full time for 12 months for a minimum of 1750 supervised hours.

For interns to qualify for the Illinois Professional Educator License endorsement in School Psychology, Pre-K through 12th grade, the internship must include at least 600 hours (out of the 1750 total supervision hours) in a school setting. If an internship is completed in a non-school setting (e.g., hospital or mental health center), interns may still qualify for the Illinois Professional Educator License if at least 600 hours of the internship is an acceptable equivalent experience for a school setting. An acceptable equivalent experience includes completing a combined supervised part-time specialist-level internship and a supervised school-related experience as part of an advanced practicum. For example, advanced practicum trainees could complete a maximum of 200 hours at a Head Start educational program, The Autism Place, a therapeutic day school such as the Hammitt School at The Baby Fold in Normal, Ill., or another approved school-related experience, and a minimum of 400 hours in a school-based setting as part of a part-time specialist-level internship. The program coordinator, in consultation with an intern's program advisor, determines if the equivalent experience is sufficient to meet the 600-hour school-based internship requirement.

For interns who choose to complete a non-school-based internship, a school-based internship (for 600 hours) may also be completed after graduation to qualify for the Illinois Professional Educator License with a school psychology endorsement. Before accepting an internship in a non-school setting, trainees should discuss the internship site with their program advisors and the program coordinator. Trainees who choose to complete internships in non-school settings must complete the Non-Licensure Internship Acknowledgement form, which is available on the [Doctoral Forms website](#). By signing this form, trainees acknowledge that their chosen internship does not qualify as school-based and that the supervised hours will not satisfy licensure requirements.

Interns enroll for one credit of PSY 598A90 Doctoral Internship in School Psychology for each semester they are on internship. Enrollment in PSY 598A90 qualifies intern for coverage under the University's professional liability insurance policy. With the typical full-time 12-month internship beginning and ending in July or early August, interns must enroll for a total of four credits based on one credit each for the summer, fall, spring, and summer semesters. Interns and their site supervisors should complete an internship plan that clearly outlines the goals and objectives of the internship, the activities and responsibilities of interns, and the performance evaluation procedures. If the internship site does not have its own internship plan, interns and their site supervisors should modify the Doctoral Internship Plan (for non-APA Accredited internship site), which is available on the [Doctoral Forms website](#). The signed Internship Plan should be submitted to the doctoral program's Internship Director by September 1.

Financial Issues during Internship

Tuition waivers are not usually available for internship. If funding is available for a tuition waiver, the waiver is for only the value of in-state tuition for one credit for the fall, spring, and summer semesters. Trainees should establish Illinois residency at least six months before the start of their internship. Trainees admitted as out-of-state residents without residency reciprocity should review the Registrar's [Residency Petition website](#), which includes a link for the Petition Residency Status. The Graduate Programs Office will notify trainees if a tuition waiver is available for internship. Trainees should complete the tuition waiver

application, which is available on the Graduate School's [Funding website](#). Trainees should complete the tuition waiver application and submit it to the Graduate Programs Office.

Trainees enrolled in internship are eligible for the University's professional practice insurance coverage. Trainees must maintain health insurance either through the University or with private insurance coverage, and must submit the professional practice insurance coverage forms by the deadline for each semester. The Graduate Programs Office will send the insurance forms to trainees enrolled in internship. See the Insurance Coverage section above.

As full-time interns, University fees may be refunded during the internship. However, concurrent enrollment in any other courses, including PSY 599 Doctoral Research, precludes any refund. Interns interested in a refund of University fees should contact [Student Accounts](#). Interns must have health insurance coverage during their internships. Student Health Insurance can be purchased from the University or interns must have private insurance coverage. Health insurance coverage is also required for the University's professional practice insurance coverage.

Internship Supervision and Evaluation

The training goals are tentatively established prior to the beginning of the internship based on the interview process between the prospective intern and the internship site. The training goals are defined in the Doctoral Internship Plan. Overall supervision is provided by a licensed psychologist at the internship site. However, supervision in specific procedures and techniques may be provided by others with the agreement of supervising psychologists. The internship experiences and the competencies developed must occur in settings in which there are opportunities to work with children, teachers, and parents, and where interns supervise others providing psychological services to children.

Progress towards achieving the goals and objectives identified in the Doctoral Internship Plan is assessed at the mid-year and end-of-year written reports (for APA Accredited internships) or through written reports and joint telephone conferences with the University supervisor and the internship site supervisor (for non-APA Accredited internships that meet CDSPP internship criteria). For non-APA Accredited internships, the Doctoral Internship Plan should also be updated twice a year (e.g., mid-year assessment reported in the Plan's Interim column) and submitted to the School Psychology Internship Director with a written evaluation by the supervising psychologists of the training experiences at the end of the internship (e.g., summative column completed in the Plan).

Communication between the doctoral training program and the internship site is critical to the overall development of competent school psychologists. Given this partnership, the Doctoral Program has adopted the following practices:

1. Interns are informed of the communication policy between the Doctoral Program's University internship supervisor (or faculty designee) and the internship site supervisor (or designee). Communication between the two supervisors should be consistent with discussion among supervisors throughout trainees' graduate training (e.g., with practicum supervisors).
2. After the internship begins, the two supervisors will communicate about the specific training needs of interns, so that the internship supervisor has sufficient information to make training decisions to enhance interns' development.
3. During the internship, the supervisors will communicate, as necessary, to evaluate progress in interns' development. This communication will include a minimum of two formal evaluations (one at mid-year and at the end of the academic year), and may also include regular written or informal (oral) communication.

4. Interns have the right to know about any written communication that occurs in both the training and internship programs. Interns may request and receive a copy of any written information that is exchanged by the supervisors.
5. In the event problems emerge during the internship (e.g., interns fail to make expected progress), the supervisors will communicate and document their concerns and any resolutions for such concerns. The policies of the doctoral program and internship site for resolution of training concerns are considered in preparing any critical skill development plans. Progress under development plans are documented and such information is communicated to the program coordinator.
6. Interns participate in meetings with current doctoral trainees and the University internship supervisor through telephone conference calls or on campus once each semester.

At the end of each semester, interns will automatically receive a “deferred credit” grade from the University internship supervisor. The following evaluation forms should be completed and submitted to the University supervisor by August 1:

- Interns should submit the Doctoral Internship Site Evaluation and the Doctoral Intern Case Impact Rating Form (Qualtrics)
- Site supervisors should submit the summative information of the Doctoral Internship Plan

The internship evaluation forms are available on the [Doctoral Forms website](#).

After the University Internship supervisor has received all of the evaluation reports, the trainee’s deferred grade is replaced with the earned grade for the internship. In the final evaluation report, the internship supervisors should include their recommendations for endorsing their interns for licensure. If the internship supervisor(s), PSY 598A90 course instructor, and School Psychology Coordinating Committee agree interns should be licensed, the program coordinator submits the final recommendation to Illinois State’s Clinical Experiences and Certification Processes Office for licensure through entitlement as a school psychologist.

If there is a conditional endorsement or no endorsement, interns and the University Internship supervisor should be aware of this fact before the submission of the final evaluation report. Every effort should have been made to help interns complete their internship. If the University Internship supervisor and School Psychology Coordinating Committee concur with recommendations to deny licensure and interns disagree with the recommendation, interns may initiate appeal procedures as provided by the department and University policies. The appeal process is discussed in the Retention Standards and Evaluation section above. Interns may also ask an Illinois State Board of Education staff member to serve as a mediator.

Interns must maintain continuous registration until defending their dissertations. Interns who have exhausted their PSY 599 credits (a total of 15 credits required) may apply for an economic hardship deferment, which will halt interest accruing on student loans. Interns should contact the Loan Servicing Center (1-800-848-0979 or 1-800-557-7394) to request an application.

For purposes of program accountability and self-assessment, trainees must complete the Praxis II School Psychologist test, even if they are not seeking the Nationally Certified School Psychologist credential. The test is available on the Educational Testing Service [ETS PRAXIS website](#). The website also provides testing preparation materials. Trainee should submit a copy of their Praxis II test results to the program coordinator by July 31 of the end of the internship year.

Degree Audit

Trainees must complete the Doctoral Degree Audit at the beginning of their last semester prior to graduation. The approved Doctoral Degree Audit Worksheet should be used to complete the Doctoral Degree Audit. Information about the form is available on the department's [Degree Audit website](#). Trainees should review the deadline for submitting the Degree Audit before graduation, which is available on the Graduate School's [Academic \(Graduation and Commencement\) website](#). Any courses including transferred credits that are beyond the 8-year degree limit should not be identified on the Degree Audit. The completed Degree Audit should be sent as an editable document as an email attachment to the program coordinator. The program coordinator will submit the Degree Audit to the Graduate School. The Graduate School must approve the Degree Audit before trainees are eligible for graduation.

Trainees can amend an approved Degree Audit by completing the Request for Change in Graduate Degree Audit form. Information about the form is available on the [Degree Audit website](#). Trainees should discuss any changes to the Degree Audit with the program coordinator. Trainee should print the completed form and submit it to the program coordinator, who will submit the signed Request for Change form to the Graduate School. The Graduate School has final approval of any change in the Degree Audit.

Licensure

Licensure to work as a School Psychologist in Illinois Public Schools

After completing the Doctoral Program including all required ISBE exams, trainees receive a recommendation for the Professional Educator License endorsement in School Psychology, Pre-K through 12th grade. The Professional Educator License allows graduates to work as a school psychologist in public schools in Illinois. Due to ISBE licensure requirements, a doctorate degree must be conferred before Illinois State provides a recommendation for licensure. Certain criminal convictions may preclude eligibility for a Professional Educator license in Illinois.

The steps to obtain ISBE licensure are provided below.

1. Trainees should complete the Intent for Licensure form by December 1 before their internship year. The form and instructions are available on the College of Education's Cecil J. Lauby Teacher Education Center's [Get Licensed website](#) under Graduate/Advanced Licensure section.
2. Trainees should create an Educator Licensure Information System Account (ELIS) through ISBE. Information about creating an ELIS account is available on the [Lauby Teacher Education Center website](#).
3. Trainees must pass all required ISBE tests. Testing includes the Content Test in School Psychology.
4. Trainees must send proof of all test scores to Illinois State, which should be directly linked to trainee's ELIS account, for verification by the Lauby Teacher Education Center.
5. Trainees should send an email to TeacherEdCenter@ilstu.edu at the beginning of the spring semester of their internship year, and authorize the Lauby Teacher Education Center to examine trainee's file and communicate any licensure deficiencies that may exist.
6. Trainees must order an Illinois State transcript for ISBE. The transcript should be ordered from the Registrar's [Transcripts website](#). After completing the internship, the transcript is uploaded directly to trainee's ELIS account.
7. The Teacher Education Center will notify trainees when entitlement is complete. Trainees should log in to their ELIS account and apply for licensure.

If trainees have any questions about the licensure process, trainees should contact the Lauby Teacher Education Center at TeacherEdCenter@ilstu.edu or (309) 438-3541. The Lauby Teacher Education Center is located in 56 DeGarmo Hall.

Licensure as a Psychologist for Independent Practice in Illinois

A Doctoral Program graduate is eligible to sit for the clinical psychology licensing examination in Illinois and other states. Passing this examination and completing an appropriate post-doctoral experience enables graduates to work in an independent practice. Information about requirements for licensure for independent practice is available on the [Illinois Department of Financial and Professional Regulation website](#). This website also includes information about employment services for school psychologists.

Doctoral trainees may register with an association that maintains records for psychology licensing boards. According to the [Association of State and Provincial Psychology Board \(ASPPB\) website](#), “ASPPB created the Examination of Professional Practice in Psychology, which is used by licensing boards to assess candidates for licensure and certification.” ASPPB also developed a “mobility program” that assists practitioners who want to become licensed in a different state.

Graduation

To graduate, trainees must meet all curriculum requirements, complete the internship, and defend the dissertation. Trainees should complete the Application for Degree Completion and Commencement Participation, which is available on the Graduate School’s [Academics \(Graduation and Commencement\) website](#). The completed form and application fee should be submitted to the Graduate School by the application deadline. See the Graduation and Commencement website for the application deadline.

Alumni Employment

Many of our alumni are employed as administrators of school psychological services, as school psychologists in public and private schools, in independent practices, in medical settings, and as educators of school psychologists in colleges and universities. Contact the School Psychology program coordinator for a list of Doctoral Program alumni.

The [NASP Career Center website](#) has a list of nationwide employment sites for school psychologists. The [Illinois School Psychologists Association website](#) also includes a list of job openings in Illinois. The [APA Monitor on Psychology](#) is the best source for employment opportunities in higher education.

Continuing Professional Development

The Graduate Programs in School Psychology are committed to providing continuing professional development for licensed school psychologists. School Psychology faculty members provide “contract” courses for local school districts based on their specific needs (e.g., a recent course was offered on data-based decision making). The Graduate Programs also sponsor an annual School Psychology Institute. The Institute consists of a free half-day skill-based workshop for local school psychologists and an afternoon research colloquium. Recent Institute presenters have included Drs. Sherrie L. Proctor (Identity Matters), Leandra Parris (crisis prevention and preparedness in the schools), Patrick Friman (advanced treatment concepts), Kris Varjas (assessing legal and medical issues in practice), Heather Ringeisen (child maltreatment and well-being) and Joel Meyers (qualitative research and cyberbullying). Other workshops for area professionals occur throughout the year. The Graduate Programs in School Psychology is a NASP-approved continuing education provider and Continuing Education Units are offered for qualifying professional development events.

Annual Program Assessment

The Graduate Programs in School Psychology are committed to the goal of continuous self-evaluation in order to meet training needs of the field. The School Psychology Coordinating Committee annually reviews all program evaluation data. School Psychology retreats are typically held annually. The self-evaluation plan is presented below with each review completed annually unless otherwise stated.

Program Assessment Methods and Frequency

- Review grade point averages each semester for all trainees; a minimum 3.0 out of 4.0 is required
- The SPCC conducts annual reviews of all students currently enrolled in the Doctoral Program. This review includes all faculty and practicum supervisor evaluations*, progress on apprenticeship or thesis and dissertation research requirements to assess trainees' progress including achieving predetermined Minimal Levels of Achievement for each Discipline Specific Knowledge area and Profession Wide competency.
- Hold at least one meeting or phone conference with internship supervisors each year and more if concerns develop based on quarterly evaluations; review final internship evaluation for all interns
- Hold individual meetings, at least annually, with the school psychologist and or other designated site supervisor at field sites about first year trainee placements
- Review the results of the comprehensive exam completed by advanced trainees
- Review the School Psychology Content Area Test and Praxis II exam results for all students and Exam for Professional Practice in Psychology (EPPP) results for graduates who apply for licensure
- Convene the School Psychology Coordinating Committee at least monthly with agenda items devoted to trainee concerns articulated by trainee representatives
- Convene the School Psychology Community Advisory Committee meetings once a year in the fall
- Distribute alumni surveys 2 and 5 years post degree
- Review annual APA ARO data of graduates including employment status, professional accomplishments, and licensure status
- Complete the APA accreditation self-study periodically as required by APA
- Complete the Doctoral Program review by internal review committees of Illinois State University every seven years, with a report to the Illinois Board of Higher Education

* For any items rated below 3 (meets expectations for stage of training), measures are taken to support students in improving their demonstrated performance (see the section on Minimal Levels of Achievement above).

Appendix A: Doctoral Program Schematic of Performance-based Assessments

| Admission | Year 1 Assessments | Year 2 Assessments | Year 3 Assessments | Year 4 Assessments | Year 5 Assessments (if appropriate) | Post-graduate follow-up |
|--|--|---|---|---|--|---|
| <p>Review all completed doctoral program applications</p> <p>Personal interview with invited applicants</p> <p>Current student feedback on interviewed applicants</p> <p>Faculty deliberations related to admission</p> <p>List required foundational courses</p> <p>For admission, require the equivalent of a minor in psychology (21 credits)</p> | <p>3.0 or better GPA</p> <p>B or better grade in all required DSK and PWC courses</p> <p>In January, mid-year assessment of trainees; program coordinator meets with trainees; trainees receive a written summary of the meeting</p> <p>GA supervisor evaluation</p> <p>Assessment of trainees' PWCs by faculty, advanced doctoral supervisors, and fieldwork supervisors</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p> | <p>3.0 or better GPA</p> <p>B or better grade in all required DSK and PWC courses and practica (436A04 and 436A05)</p> <p>GA supervisor evaluation</p> <p>Assessment of trainees' PWCs by faculty and practicum supervisors</p> <p>Trainee's Degree Audit Worksheet is approved by program advisor</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p> | <p>3.0 or better GPA</p> <p>B or better grade in all DSK and PWC courses & practica</p> <p>GA supervisor evaluation</p> <p>Complete research apprenticeship project or defend master's thesis by Dec. 1</p> <p>Assessment of trainees' PWCs by faculty and practicum supervisors</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p> | <p>3.0 or better GPA</p> <p>B or better grade in all DSK and PWC courses & practica</p> <p>Pass comprehensive exam before fall semester</p> <p>GA supervisor evaluation</p> <p>Dissertation proposal must be approved by October 31 to apply for internship</p> <p>Approval required to seek an internship</p> <p>Assessment of trainees' PWCs by faculty and practicum supervisors</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p> <p>Complete ISBE Content Area Test in School Psychology by August 15</p> | <p>3.0 or better GPA</p> <p>Trainee self-assessment of internship performance</p> <p>Formative and summative evaluations by internship site supervisors</p> <p>Defend dissertation</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p> <p>Complete Praxis II exam by July 31 of internship year</p> | <p>Review annual APA ARO data including employment status, professional achievements, and licensure status</p> <p>Complete Alumni Surveys every 2 and 5 years post-degree</p> <p>Solicit graduate updates for annual alumni newsletter</p> <p>Review EPPP exam pass rate of graduates</p> |

Acronyms:

DSK – Discipline Specific Knowledge

GPA – Grade Point Average

PWC – Profession-Wide Competency

SPCC – School Psychology Coordinating Committee

Appendix B: Suggested Five-Year Course Sequence

The following sequence is based on a 5-year program (4 years in residence followed by a 1-year internship). Trainees are strongly encouraged to discuss with their program advisors the possibility of extending their residency to six years in order to facilitate completion of the dissertation (an approved defense) prior to leaving for internship.

All of the courses are for three credits unless otherwise noted. Course availability per semester is subject to department resources. Some courses may be scheduled during different semesters to accommodate teaching schedules and sabbatical leaves.

First Year, FALL—15 credits

PSY 421 Advanced Behavior Modification
PSY 432 Theory and Practice of Cognitive Assessment
PSY 440 Statistics: Data Analysis and Methodology
PSY 472 Legal, Ethical, and Professional Issues in School Psychology
PSY 498A05 First Year Fieldwork in School Psychology (2 credits)
PSY 503 Doctoral Research Proseminar (1 credit)

First Year, SPRING—15 credits

PSY 433 Social Emotional and Behavioral Assessment and Intervention
PSY 435 Academic Assessment and Intervention
PSY 442 Test Theory
PSY 474 Theory and Practice of Mental Health Consultation in the Schools
PSY 498A05 First Year Fieldwork in School Psychology (2 credits)
PSY 499 Master's Thesis (1 credit) **or** PSY 502 Research Apprenticeship (1 credit)

First Year, SUMMER—credits vary

PSY 473 Theories and Techniques of Counseling: Children and Adolescents
PSY 499 Master's Thesis (1 credit) **or** PSY 502 Research Apprenticeship (1 credit)
PSY 547 Advanced Child and Adolescent Psychopathology

Second Year, FALL—credits vary

PSY 436A04 Practicum: Psychoeducational Assessment and Intervention
PSY 436A05 Practicum: Psychosocial Assessment and Intervention
PSY 452 Seminar in Developmental Psychology
PSY 499 Master's Thesis (1 credit) **or** PSY 502 Research Apprenticeship (1 credit)

Second Year, SPRING—credits vary

PSY 431 Theory and Research in Social Psychology
PSY 436A04 Practicum: Psychoeducational Assessment and Intervention
PSY 436A05 Practicum: Psychosocial Assessment and Intervention
PSY 499 Master's Thesis (1 credit) **or** PSY 502 Research Apprenticeship (1 credit)

Second Year, SUMMER—credits vary

PSY 451 Psychology of Diversity (if not offered during summer, enroll in fall or spring semester)
PSY 499 Master's Thesis (1 credit)

Third Year, FALL—credits vary

PSY 418 Learning and Cognition

PSY 420 Theories of Personality
PSY 590A0x Advanced Practicum
Elective, as needed

Third Year, SPRING—credits vary

PSY 463 Brain and Behavior Relationships
PSY 536 Seminar and Practicum in Supervision of School Psychological Services
PSY 590A0x Advanced Practicum
Elective, as needed

Third Year, SUMMER—credits vary

PSY 320 History of Psychology (if not offered during summer, enroll in fall or spring semester)
PSY 599 Doctoral Research (Dissertation) (1-15 credits possible)
Elective, as needed

Fourth Year, FALL—credits vary

PSY 590A03 Advanced Practicum Supervision (1 credit)
PSY 599 Doctoral Research (Dissertation) (1-15 credits possible)
Elective, as needed

Fourth Year, SPRING—credits vary

PSY 590A0x Advanced Practicum **or** Any elective course
PSY 599 Doctoral Research (Dissertation) (1-15 credits possible)

Fourth Year, SUMMER—credits vary

PSY 598A90 Doctoral Internship in School Psychology (Final Term) (1 credit) (registration required if internship begins after the end of the spring semester, but before the start of the fall semester)
PSY 599 Doctoral Research (Dissertation) (1-15 credits possible)

Fifth Year, FALL—credits vary

PSY 598A90 Doctoral Internship in School Psychology (Final Term) (1 credit)
PSY 599 Doctoral Research (Dissertation) (1-15 credits possible)

Fifth Year, SPRING—credits vary

PSY 598A90 Doctoral Internship in School Psychology (Final Term) (1 credit)
PSY 599 Doctoral Research (Dissertation) (1-15 credits possible)

Fifth Year, SUMMER—credits vary

PSY 598A90 Doctoral Internship in School Psychology (Final Term) (registration required if internship continues beyond the last day of the spring semester)
PSY 599 Doctoral Research (Dissertation) (1-15 credits possible)

Note:

- The master's thesis may be completed for a total of 4-6 credits. Any credits above 6 credits will not count in the GPA or as credits toward graduation, and should not be included in the Master's Degree Audit.
- The doctoral dissertation requires a total of 15 credits. Any credits above 15 credits will not count in the GPA or as credits toward graduation, and should not be included in the Doctoral Degree Audit.

Appendix C: Checklist of Important Dates

First Year

- Before the start of the fall semester, complete a physical examination and a criminal background check that may require fingerprinting; submit the results to the program coordinator by September 1
- By September 1, complete the GA Health Insurance Certification and submit the form to the Graduate Programs Office (448 DeGarmo Hall)
- By September 1, complete the appropriate PSY 498A05 First Year Fieldwork/Practicum Agreement(s) (if applicable) and submit the agreement(s) to the program coordinator
- By September 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
- Before the end of the fall semester, select the apprenticeship project or master's thesis option and complete the PSY 502 Research Apprenticeship or Department Approval of Thesis Chair form, when your faculty supervisor or thesis chair is selected
- By January 31, complete the GA Health Insurance Certification and submit the form to the Graduate Programs Office
- By January 31, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By April 1, complete the Academic Professional Development Information form, and Apprentice/Thesis/Dissertation Progress Report, and submit the forms and an updated curriculum vitae and unofficial transcript to the Graduate Programs Office
- By June 1 if you have a summer assistantship, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By August 1, complete the survey based on APA's Student Data Sheet

Second Year

- By September 1, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By September 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By September 1, complete the PSY 436A04 Psychoeducational Practicum RtI Agreement (if applicable) and submit the agreement to the program coordinator
- By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
- By January 31, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By January 31, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By February 15, obtain approval of your thesis proposal from your Thesis Committee (if not completing a research apprenticeship)

- By April 1, update the Academic Professional Development Information form, and Apprentice/Thesis/Dissertation Progress Report, and submit the forms, an updated curriculum vitae, and an unofficial transcript to the Graduate Programs Office
- By April 15, complete the Doctoral Degree Audit Worksheet with your program advisor and submit the worksheet to the program coordinator
- By June 1 if you have a summer assistantship, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By June 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification, if applicable, and submit the forms to the Graduate Programs Office
- By August 1, complete the survey based on APA's Student Data Sheet

Third Year

- By September 1, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By September 1, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
- By December 1, trainees must complete the apprenticeship project or defend the master's thesis
- By January 31, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By January 31, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By April 1, update the Academic Professional Development Information form, and Apprentice/Thesis/Dissertation Progress Report, and submit the forms, an updated curriculum vitae, and unofficial transcript to the Graduate Programs Office
- By May 1, register for the comprehensive examination
- By June 1 if you have a summer assistantship, complete the GA Health Insurance Certification and submit the form to the Graduate Programs Office
- By June 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification, if applicable, and submit the forms to the Graduate Programs Office
- By August 1, complete the survey based on APA's Student Data Sheet

Fourth Year

- During the week before the fall semester begins, take the comprehensive examination
- By September 1, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By September 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By September 1, submit a written request to opt out of the APPIC matching process for an internship the following year, if applicable, to the program coordinator

- By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
- By October 31 obtain approval of your dissertation proposal from your Dissertation Committee in order to receive approval to seek an internship
- By November 15, register for the APPIC matching process and submit the internship application
- By December 1, complete the Intent to File for Licensure and submit the form to the Lauby Teacher Education Center
- Early in January before the start of the spring semester, participate in interviews for doctoral internships the following year (if applicable) for sites associated with ISPIC
- By January 31, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By January 31, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By April 1, update the Academic Professional Development Information form, and Apprentice/Thesis/Dissertation Progress Report, and submit the forms, an updated curriculum vitae, and an unofficial transcript to the Graduate Programs Office
- By June 1 if you have a summer assistantship, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By June 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification, if applicable, and submit the forms to the Graduate Programs Office
- By August 1, complete the survey based on APA's Student Data Sheet
- By August 15, pass the ISBE's Content Area Test in School Psychology

Fifth Year and Beyond

- By September 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By September 1, interns and their site supervisors should complete the Doctoral Internship Plan and submit the plan to the School Psychology Internship Director
- By January 31, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By April 1, update the Academic Professional Development Information form, and Apprentice/Thesis/Dissertation Progress Report, and submit the forms, an updated curriculum vitae, and unofficial transcript to the Graduate Programs Office
- By May 1, complete the Doctoral Degree Audit and submit the form as an editable document to the program coordinator
- By June 1, complete the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification, if applicable, and submit the forms to the Graduate Programs Office
- By July 31, complete the Praxis II School Psychologist Test
- By August 1, complete the Internship Site Trainee Evaluation and submit the form to the School Psychology Internship Director
- By August 1, complete the survey based on APA's Student Data Sheet
- Defend your dissertation

Trainees must also comply with the Graduate School's [Dates and Deadlines](#) in order to satisfy their degree and graduation requirements. The deadlines vary each semester.

See the Doctoral Comprehensive Exam Website

Comprehensive Examination Registration Form

See the Doctoral Forms Website

Academic Professional Development Information
Apprenticeship/Thesis/Dissertation Progress Report
Course Exemption Request
Critical Skill Development Plan (review PDF)
Discussion of Employment
Doctoral Degree Audit Worksheet
Doctoral Internship Plan
Doctoral Internship Site Eligibility Criteria
Doctoral Trainee Internship Site Evaluation
First Year Trainee Mid-Year Evaluation by Faculty (review PDF)
Graduate Assistant Performance Evaluation (review PDF)
Mid-Year Feedback Conference Summary (review PDF)
NASP Nondiscrimination and Equal Opportunity Policy (review PDF)
Non-Licensure Internship Acknowledgement
Program Log (Excel spreadsheet for fieldwork, practica, and internship)
PSY 436A04 Psychoeducational Practicum RtI Field Placement Agreement (sample)
PSY 498A05 First Year Fieldwork Weekly Reflection Log
PSY 498A05 First Year Fieldwork/Practicum Head Start Placement Agreement (sample)
PSY 498A05 First Year Fieldwork/Practicum Public School Placement Agreement (sample)
PSY 498A05 First Year Fieldwork/Practicum TAP Placement Agreement (sample)
PSY 498A05 First Year Head Start Site Supervisor Evaluation
PSY 502 Research Apprenticeship Agreement
PSY 590 Advanced Practicum Request
PSY 590 Advanced Practicum Agreement
School Psychology Program Practicum Evaluation (for PSY 498A05, 436A04, 436A05, 590)

See the Doctoral Thesis Website

Change of Thesis Committee/Project
Department Approval of Thesis Committee
Department Approval of Thesis Committee Chair

See the Doctoral Dissertation Website

Change in Dissertation Committee/Project
Department Approval of Dissertation Committee
Department Approval of Dissertation Committee Chair
See the Graduate School Academics (Forms) Website

Final Deposit Checklist
Outcome of Defense Form
Proposal Approval Form
Request for Change in Graduate Degree Audit
Request for Transfer of Credit
Request to Extend Time to Degree
Right to Defend Form

See the Graduate School Academics (Graduation and Commencement) Website

Application for Completion of Degree and Commencement Participation
Doctoral Degree Audit
Master's Degree Audit

See Other Websites

Content Area Test in School Psychology
Free Application for Federal Student Aid
Intent for Licensure
Praxis II Exam in School Psychology