

ILLINOIS STATE UNIVERSITY

**Department of Psychology
Campus Box 4620
Normal, IL 61790-4620**



SCHOOL PSYCHOLOGY DOCTORAL PROGRAM 2025-2026 POLICIES AND PROCEDURES

*The Doctoral Program in School Psychology is accredited by the **Commission on Accreditation of the American Psychological Association** and the **National Association of School Psychologists** and approved by the **Illinois State Board of Education***

School Psychology Coordinating Committee

Brea M. Banks, Program Coordinator

Gary L. Cates

Karla J. Doepke

Adena B. Meyers, Interim Program Coordinator (Fall Semester)

Table of Contents

Introduction	4
Evolution of the Graduate Programs in School Psychology.....	4
Conceptual Framework	5
Program Philosophy: Values and Principles	5
School Psychology Faculty	7
School Psychology Coordinating Committee.....	8
School Psychology Community Advisory Committee.....	8
Professional Associations	9
Program Advisor	9
Peer Mentors.....	9
Residency	9
Background Check	9
Financial Assistance.....	10
Funding	10
Insurance Coverage.....	10
Confidential Records.....	11
Retention of Records.....	11
Ethical Treatment and Grievance Procedures.....	11
Academic Integrity	12
Social Media	12
Time Limit to Complete Degree.....	12
Program Aims and Competencies	13
Minimal Levels of Achievement	16
Retention Standards and Evaluations	16
Professional Competency Problems	20
Program Curriculum.....	22
Transferring Graduate Credit	24
Course Exemption.....	25
Admission to the Specialist Program	25
Overview of Field Experiences	25
First Year Fieldwork	27
First Year Fieldwork Supervision and Evaluation.....	29
Entry-Level Practicum	30
Entry-Level Practicum Supervision and Evaluation.....	30
Advanced Practicum	31
Advanced Practicum Supervision and Evaluation	31
Program Logs.....	31
Annual Progress Reports	31
Doctoral Degree Audit (Unofficial).....	31
Research Apprenticeship or Master's Thesis.....	31
Dissertation	33
Comprehensive Examination	34
Pre-Internship Certification	34
Internship Selection Process	35
Internship.....	36
Internship Supervision and Evaluation.....	37
Degree Audit	38
Licensure	39

Graduation40

Alumni Employment40

Continuing Professional Development40

Annual Program Assessment.....40

Appendix A: Schematic of Performance-based Assessments42

Appendix B: Suggested Five-Year Course Sequence43

Appendix C: Checklist of Important Dates45

Appendix D: Online Resources.....47

Introduction

Welcome to the Doctoral Program in School Psychology and the Department of Psychology at Illinois State University (ISU)! The Graduate Programs in School Psychology prepare trainees 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, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

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 *School Psychology Doctoral Program* website and the *School Psychology Programs Teams Site* for additional information.

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 and the first class 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, and the first class is admitted.
- 1990 The School Psychology Program received approval from the National Association of School Psychologists (NASP).
- 1991 The Specialist in School Psychology (SSP) degree replaced the master's degree and the first class of specialists graduated.
- 1997 The first doctoral student graduated with a PhD.
- 1998 The Doctoral Program is awarded accreditation by the American Psychological Association (APA). NASP approval was extended through 2003 for the Doctoral Program.
- 2001 APA accreditation was extended through 2005 for the Doctoral Program.
- 2003 The Specialist and Doctoral programs received full approval from NASP.
- 2005 APA accreditation is extended through 2012 for the Doctoral program.
- 2006 This was the 50th Anniversary of the training of school psychologists at ISU. NASP approval was extended through 2016 for the Specialist and Doctoral programs.
- 2012 APA accreditation is extended through 2019 for the Doctoral program and received full approval from NASP through 2019.
- 2017 The Specialist Program received full approval from NASP through 2023.
- 2020 APA accreditation is extended through 2029 for the doctoral program.
- 2024 The SSP program received its first full accreditation from NASP through 2031.

Conceptual Framework

The Doctoral Program in School Psychology is accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). It is approved by the Illinois State Board of Education (ISBE). With APA and NASP accreditation and approval by ISBE, the 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 (NCSP), licensed school psychologist in Illinois (Professional Educators License [PEL] with an endorsement in School Psychology), and (with the appropriate post-doctoral experience) as a Licensed Clinical Psychologist (LCP) in Illinois. Accreditation and approval allow 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:

- Significantly improve the lives of children, adolescents, and their families,
- Be aware of and prepared to engage in culturally responsive services to meet the needs of children and families from diverse backgrounds,
- 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,
- Integrate science and practice while providing evidence-based professional services and conducting clinically relevant research,
- Understand the legal, ethical, and professional responsibilities of their practice, and
- 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, where 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 can distinguish fact from opinion in the application of psychological principles to human behavior. Graduates use existing theory and 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.

Developmental-Ecological Model

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

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. Trainees are also taught to critically select measures and evaluate data, given the limitations that exist for assessment tools that were not created to serve individuals from minoritized backgrounds

The Doctoral Program strives to educate school psychologists who demonstrate competencies in 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. 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 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).

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 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. Brea M. Banks received her training in school psychology from ISU'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 holding minoritized identities. Her research includes the impact of microaggressions and minoritized students' experiences in education. 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 a school psychologist in IL. She is also the 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 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 is a 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 6 million dollars in grants for her research and practice activities. Dr. Doepke is also the director of The Autism Place at ISU, 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 440 Statistics: Data Analysis and Methodology, PSY 474 Theory and Practice of Mental Health Consultation in the Schools. She also supervises trainees in PSY 436A05 Practicum in Psychosocial Assessment and Intervention, and PSY 590 Advanced Practicum in settings such as a school-based health center and Head Start. Dr. Meyers is a licensed clinical psychologist.

School Psychology Coordinating Committee

The Department of Psychology is committed to maintaining the excellence of the Graduate Programs in School Psychology, and the School Psychology Coordinating Committee (SPCC) is directly responsible for program development and evaluation. The SPCC consists of the School Psychology faculty and two trainee representatives who serve for a two-semester term beginning in the fall. A specialist and doctoral student are elected to represent their respective degree programs as part of Graduate Association of School Psychologists (GASP) election each spring.

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 ISU 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 host social events. Trainees are also encouraged to join the APA and the NASP at the national level and the Illinois School Psychologists Association and Illinois Psychological Association at the state level.

Program Advisor

The SPCC assigns a program advisor to each doctoral trainee. Program advisors typically meet with advisees at least once per semester and assist trainees with developing their graduate studies consistent with individual career and training goals. Advisors assist with choosing course electives and preparing the *Doctoral Degree Audit Worksheet* (see later section). Advisors also discuss 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 change in their program advisor under unusual circumstances. Trainees should contact the program coordinator to request a new program advisor. Requests to change program advisors must be approved by the SPCC.

Peer Mentors

First-year trainees are assigned returning 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.

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 participate in university colloquia or symposia. 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. Trainees will receive communication about completing background checks that are consistent with university policy prior to beginning practicum assignments. These background checks may include fingerprinting across practicum and graduate assistantship experiences. Background checks may include 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.

Funding

Graduate Teaching Assistantships

The department offers graduate teaching assistantships (GTAs) to as many trainees as possible based on available funding. A GTA includes a tuition waiver for the fall, spring, and summer semesters. For the GTA, 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 during the fall and spring semesters. Trainees must complete the assistantship application and accept the graduate assistant offer, which is the university's employment contract. Refer to the [Graduate Assistant Handbook](#) for additional details about GTAs, including tax implications.

External Placements

The SPCC may also secure contracts with local cooperatives and districts to fund trainees. Funding for these external placements comes directly from the hiring cooperative or district instead of the university or department. The university enters an agreement with the site, and trainees complete a *Learning Plan Agreement* (see the [School Psychology Programs Teams Site](#)). For the 2025-2026 academic year, external placement contracts include a stipend that is like the GTA stipend mentioned above and university-funded tuition waivers through summer 2026. Trainees may be required to sign a contract with the hiring cooperative or district and should follow any onboarding or training required by the cooperative or district.

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](#). 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* (see the [School Psychology Programs Teams Site](#)), before any additional employment or commitment is accepted. The form should be submitted to the program coordinator.

Insurance Coverage

Health Insurance

Students who accept a Graduate Assistantship are responsible for reviewing the [Student Health Insurance website](#) and completing their *Student Health Insurance Certification Form*. Per ISU policy, graduate assistantships must have health insurance coverage for the duration of their assistantships. The Psychology Department's Graduate Programs Office will distribute the *Student Health Insurance Certification Form*. Graduate Assistants are responsible for submitting their *Student Health Insurance Certification Form* to the Graduate Programs Office by September 1 for the fall semester and January 31 for the spring semester. Students who acquire a summer graduate assistantship (usually hired for research

grants), must complete the *Student Health Insurance Certification Form* by June 1.

Professional Practice Insurance

Students who are enrolled in practica and internships are required to have adequate health/accident insurance coverage during the entire period of participation. The Graduate Programs Office will distribute the *Professional Practice Student Health Insurance Certification Form* to qualified students. Students must complete and submit this form to the Psychology Department's Graduate Programs Office by September 1 for the fall semester, January 31 for the spring semester, and June 1 for the summer semester.

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, and so forth, are confidential. Access to such records is restricted to only SPCC and clinical supervisors who have a need to review such records. Trainee files are stored by the Graduate Programs Office in a secure OneDrive folder. The department retains trainee files and confidential records for 10 years after graduation 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

Per ISU policy, some department or university forms completed by ISU students (e.g., tuition waivers, graduate assistant employment forms, *Professional Practice Student Health Insurance Certification forms*) are retained by the Psychology Department and are subject to audit by the university. These records are retained with the Graduate Programs Office and can be deleted 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 and to consult the *university's procedures for filing a complaint*. Consistent with its duty to provide an environment free from unlawful harassment or discrimination, ISU 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). 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.

The SPCC recognizes that disagreements and conflict are a natural part of social interactions. Faculty and trainees at times may say or do things that others find offensive, but healthy resolution is the goal. When conflict occurs, trainees are expected to use the O.F.T.E.N. Model (Welch, 2001; see resource in the School Psychology Programs Teams drive), share feedback, and engage in open discussions in the pursuit of healing. Program faculty are available to help facilitate discussions as needed, with the hope that trainees learn to engage independently over the course of their training. It is up to the discretion of the program advisor in consultation with SPCC to implement a *Critical Skills Plan* for trainees who demonstrate difficulty resolving conflict and responding to feedback about behavior that is in violation of the above policy.

Academic Integrity

ISU, 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. This applies to the use of generative artificial intelligence (AI). Use of resources like Chat GPT for completion of academic (e.g., reflection papers, presentations, mock interviews and role plays) and clinical work (e.g., progress notes, reports, supervisor evaluations) is instructor dependent, as course syllabi will include guidance and requirements. Any use of generative AI must be approved by instructors and cited appropriately. Any use outside of what is approved in course syllabi may be interpreted as academic dishonesty and referred to the conduct office. See the [Dean of Students Academic Integrity website](#) for more information.

Social Media

Trainees are encouraged to reflect on the [APA Guidelines for the Optimal Use of Social Media in Professional Psychological Practice](#) that detail importance and relevance of social media and relevant ethical and professional issues. These guidelines have informed the implementation of the below social media policy:

Trainees are not permitted to text, email, or use any social media platforms (e.g., Facebook, Snapchat, Twitter/X, Instagram, TikTok) to exchange confidential information or share non-public information related to clients or Psychology Department students/faculty/staff. Violations of this policy may trigger the development of a Critical Skills Plan, which will be up to the discretion of the program advisor in consultation with the SPCC.

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 ISU. 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 purpose of the time limit is to ensure that trainees are current in their field of study when degrees are conferred.

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 time 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 form to the program coordinator by April 1 prior to the trainee's 8-year limit. The program coordinator will discuss the extension with the SPCC. Extensions will not be routinely granted. If the extension request is approved by the SPCC, the program coordinator will submit the extension request 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 (DSK) 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:

Conduct research or other scholarly activities, and

- 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 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 DSK, 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.

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. Generally, trainees who have not earned a 3 or higher in all competencies on practicum evaluation forms receive a *Critical Skill Development Plan*. A few exceptions exist. First, for yearlong practicum experiences (i.e., Psychosocial and certain 590 practicum), trainees who earn lower than a rating of 3 in the first semester of the experience may meet the competency without a formal remediation plan if they receive a rating of 3 or higher the following semester. Second, if a university supervisor provides a rating of 3 or higher on an item where the field-based supervisor provided a rating of 2 or lower, the development of a *Critical Skills Plan* will be up to the discretion of the university supervisor. Similarly, if a trainee receives a rating lower than 3 as part of a 590 that is an additional experience (i.e., the trainee already met their 590 requirement), the development of a *Critical Skills Plan* will be up to the discretion of the university supervisor. 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. See the *School Psychology Programs Teams Site* for a sample copy of a *Critical Skill Development Plan*.

Retention Standards and Evaluations

The Doctoral Program admits applicants each year with the expectation that trainees will complete their studies and graduate. The SPCC 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*:

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 Deportment 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)

The SPCC evaluates the progress of each trainee to facilitate each trainee's personal and professional growth. It is important to maintain close working relationships between trainees and faculty so that policies and procedures can be implemented to maximize trainee development and growth. The SPCC recognizes that developmental stressors are inherent in the transition from undergraduate to graduate student and throughout 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 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). As mentioned above, grades of "B" or better are required in all courses aligned with MLAs for DSK and PWC. Trainees may earn grades of "C" or better in elective courses, if they maintain a grade point average of 3.0.

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, 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 SPCC for permission to enroll in PSY 436A05 Practicum: Psychosocial Assessment and Interpretation and PSY 436A04 Practicum: Psychoeducational Assessment and Intervention 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 the developed plan. Practicum instructors will conduct mid-semester evaluations to determine if trainees on probation are allowed to continue in practicum. If the plan is not successfully completed, trainees on probation will not earn a passing grade in practicum and may be dismissed from the Doctoral Program. See the *School Psychology Programs Teams Site* for a copy of the *Critical Skill Development Plan*.

Practicum Performance

Trainees who earn a “C” or lower grade or an Incomplete in one or more semesters of PSY 436A04 or PSY 436A05 may not enroll in advanced practicum or seminar courses. If a “C” or lower 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 will be 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. See Appendix A for a list of assessments required by the Doctoral Program. Trainee evaluations include, but are not limited to:

- Grades from each didactic course.
- First-year mid-year feedback conferences with the program coordinator that includes trainee receipt of a mid-year conference summary report (see the program Teams site).
- Supervisor completion of a summative survey aligned with program competencies at the end of the first and second semester of practica.
- Annual review of trainees’ performance is based on the program’s aims and competencies. Performance assessment data are based on course grades, field work and practicum supervisor evaluations, and an updated curriculum vitae. 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 prior to the start of the next academic year. The performance evaluation is summarized in the *Annual Review of Doctoral Student Performance*. Trainees receive a written copy of their *Annual Review*. If problems are identified, feedback is immediately provided to doctoral trainees and a *Critical Skill Development Plan* is initiated.

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 practica:

- An inability and/or unwillingness to acquire and integrate professional standards into trainee's repertoire of professional behavior
- An inability to acquire professional skills 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 SPCC's 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' identities and cultural experiences, 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 SPCC 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:

- Trainees are notified of specific areas of professional competence problems identified by School Psychology faculty.
- A plan to remediate the problems is developed by the SPCC, unless the professional competence problems are severe enough to warrant an immediate dismissal from the Doctoral Program
- The *Critical Skills 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 Plan 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 way 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 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 program, the trainee has 14 days after receiving written notice of the dismissal to appeal the SPCC'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 Psychology 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 Doctoral Program's curriculum emphasizes the importance of knowledge and experience with a wide range of individual differences including ethnicity, gender, sexuality, age, culture, religion, race, and so forth. The curriculum also stresses the importance of legal and ethical issues guiding service delivery and research. The 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.

Applicants admitted with a SSP 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 (i.e., completion of the degree in three years including the dissertation) is determined on an individual basis after the trainee's official transcripts are reviewed by the SPCC. At least two years of academic training must be completed at ISU.

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. Waived if trainees received at least a "B" in a college-level statistics course or obtain a 144 on the Quantitative Reasoning section of the Graduate Record Examination General Test.

Prerequisite Program Courses

- B or better in all first and second-year school psychology courses to enroll in the second year psychosocial and psychoeducational practicums.

Discipline Specific Knowledge (DSK) Coursework

- Trainees must demonstrate knowledge in four categories of DSK: 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), scientific and professional ethics and standards (Categories III), and measurements, statistics and research (Categories IV).

Category I: History and Systems of Psychology

- PSY 320 History of Psychology (undergraduate credit prior to graduate enrollment is acceptable)

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: 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 one additional course in measurement, statistics, and research design, which is typically selected from courses offered in the departments of Psychology, Educational Administration and Foundations, Sociology, or Special Education. Trainees are encouraged to consider their dissertation plans and must consult with their program advisors prior to enrollment.

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 earn a B or higher in each course.

Research

- PSY 499 Master's Thesis or PSY 502 Research Apprenticeship
- PSY 503 Doctoral Research Proseminar
- PSY 599 Dissertation

Ethical and Legal Standards

- Diffused throughout curriculum
- PSY 472 Legal, Ethical, and Professional Issues in School Psychology

Individual and Cultural Diversity

- Diffused throughout curriculum
- PSY 477 School-based Prevention and Intervention Services

Professional Values, Attitudes, and Behaviors

- Diffused throughout curriculum

Communication and Interpersonal Skills

- Diffused throughout courses and practica focused on assessment, intervention, consultation, and supervision.

Assessment

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

Intervention

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

Supervision

- PSY 536 Seminar and Practicum in Supervision of School Psychological Services
- PSY 590A03 Advanced Practicum Supervision

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 PWC by completing a series of required practicum courses and a selective of advanced practicum courses identified below.

Entry-level Practicum

- PSY 436A04 Practicum: Psychoeducational Assessment and Intervention
- PSY 436A05 Practicum: Psychosocial Assessment and Intervention
- PSY 498A05 First Year Fieldwork in School Psychology

Advanced Practicum

- A total of six credits must be completed based on the trainee's interest and career goals.
 - PSY 590A01 Advanced Practicum Intervention
 - PSY 590A02 Advanced Practicum Assessment
 - PSY 590A03 Advanced Practicum Supervision
 - PSY 590A04 Advanced Practicum Consultation/Program Evaluation

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.
- To apply for an internship (PSY 598 Doctoral Internship in School Psychology), 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 by October 31st of the year they plan to apply.
- 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 ISU 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 SSP 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 (see the *School Psychology Programs Teams Site*). 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 of the outcome, in writing.

Admission to the Specialist Program

Trainees may request admission to the Specialist in School Psychology (SSP) Program, which is a less extensive and demanding graduate program. The SPCC may request that trainees meet with them to discuss their request. Trainees should complete this application in GradCAS (contact the program coordinator for an access code), which will require a CV and a formal letter to addressed to the SPCC describing how the SSP Program better meets the trainee’s needs and professional goals. Granting a request is subject to space and availability in the applicable SSP cohort. The SPCC will consider new admission requests of first-year students during the last two weeks of the spring semester and at any time for students past the first year of training. The SPCC will notify trainees, in writing, of its decision.

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 involve a minimum of 136 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 weekly at a public-school for the full year and a Head Start classroom and The Autism Place (TAP) for a full semester. The fieldwork aims to gradually expose trainees to:

- The culture and operation of schools,
- The role and function of school personnel (e.g., school psychologist, principal, teacher, speech therapist, school social worker, etc.), and
- 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.

Practicum

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. Practicum 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. Trainees are supervised by SPCC and practica requires 250 supervised hours for each practicum.

Trainees typically 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 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 credit hours of advanced practicum (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

Training Sites

The Graduate Programs in School Psychology have well-established relationships 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 but are not limited to:

- Heartland Head Start
- Local Public and Private Elementary and Secondary Schools
- Laboratory Schools
- Psychological Services Center (PSC)

- The Autism Place

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 programs that trainees participate in the APPIC Match, and 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.

First Year Fieldwork

The fieldwork experience exposes trainees to the culture and operation of schools and the role and function of school personnel. Trainees are supervised in a school setting and in a Heartland Head Start (HHS) classroom by a site supervisor. Trainees and their site supervisors complete the PSY 498A05 First Year Fieldwork Agreement for each placement. The completed agreement should be submitted to the fieldwork 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, and so forth. Trainees may participate more directly (e.g., tutoring, assisting with group interventions, collecting observational data), as deemed appropriate by the site supervisor as they progress through the semester. include. Some training activities may require permission from the caregivers(s).

As part of the elementary school placement, trainees may:

- Write 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
- 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 a school professional (e.g., school nurse, social worker, speech pathologist) about their role
- Interview the person who coordinates the school's group-testing program
- Inspect a student's cumulative file, paying particular attention to 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; 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 a class 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

As part of the HHS placement, trainees may:

- Observe pre-school age children from diverse racial, ethnic, and socioeconomic backgrounds and note the rate of learning among the children
- Observe the levels and types of play among the children (e.g., solitary, parallel, associative, constructive, sociodramatic, games with rules)
- Note the gender, age, and cultural differences and similarities to 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 they 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.
- 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)
- 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

As part of the TAP placement, trainees may:

- Join a treatment team delivering group services to autistic children, adolescents, or young adults.
- Read assigned materials and attend and actively participate in biweekly didactic training sessions
- Attend weekly treatment sessions and treatment planning meetings
- Assist with data collection procedures during group sessions
- 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
- Summarize treatment data
- Write a progress note
- Plan a treatment activity
- Lead a treatment activity
- Write home connections
- Run a before or after group team meeting
- Make suggestions for at least one final report
- Attend a parent feedback meeting (if possible)

At the end of each week during the fieldwork experience, trainees should complete the *PSY 498A05 First Year Fieldwork/Practicum Weekly Reflection Logs* (see the *School Psychology Programs Teams Site*) and submit it to their advanced doctoral trainee supervisors.

First Year Fieldwork Supervision and Evaluation

First year trainees 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. First-year trainees meet weekly with their assigned supervisor 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 HHS placement is provided by the HHS classroom teacher, and university supervision is provided by the HHS 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. Trainees are evaluated by supervisors and are encouraged to also evaluate the quality their fieldwork placement sites. These evaluations are conducted via Qualtrics and are used to determine grades for each semester of PSY 498A05:

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

The program coordinator completes the *PSY 498A05 First Year Trainee Mid-Year Feedback Conference Summary* for each trainee based on trainee grades and results of supervisor evaluations. The program coordinator will review the summary with each trainee and trainees will receive a copy of their Conference Summary (see the *School Psychology Programs Teams Site*).

Entry-Level Practicum

Trainees typically enroll in PSY 436A05 Practicum: Psychosocial Assessment and Intervention and PSY 436A04 Practicum: Psychoeducational Assessment and Intervention during the fall and spring semesters of their second year.

As part of PSY 436A05 Practicum: Psychosocial Assessment and Intervention trainees serve as clinicians for the PSC's *Child/Adolescent Intervention Services* where they deliver mental health services at the PSC and in the schools through the school-linked outreach service. Trainees receive cases referred to the PSC for psychosocial concerns. Trainees conduct assessments and generate a variety of interventions. Direct and indirect interventions may include individual/group counseling, behavior management, consultation, and preventative mental health services. Enrollment requires a minimum of 250 supervised hours.

PSY 436A04 Practicum: Psychoeducational Assessment and Intervention, also includes work at the PSC where trainees to work with children and adolescents referred to the PSC for a variety of educational problems. Trainees are assigned for one semester to the PSC's *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. 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.

Entry-Level Practicum Supervision and Evaluation

SPCC 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 practicum sites for one semester. Typically, two School Psychology faculty members are assigned to supervise the PSY 436A04 Practicum: Psychoeducational Assessment and Intervention and three faculty members supervise the PSY 436A05 Practicum: Psychosocial Assessment and Intervention.

Practica are evaluated by trainees and supervisors at the end of the fall and spring semesters. 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.

Advanced Practicum

Doctoral trainees must consult with their program advisors before registering for any PSY 590 advanced practicum course. When a PSY 590 course and a practicum site is selected by trainees and their program advisors, trainees should submit the *Learning Plan Agreement* (see the *School Psychology Programs Teams Site*) and to the program coordinator for approval before the Graduate Programs Office will process an override for PSY 590.

Trainees must enroll in PSY 590A03 Advanced Practicum Supervision, during the fall semester of their fourth year, 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 and field supervisors who have the appropriate training and credentials, or by program faculty who supervise trainees in the faculty member's specialty clinics. University and field supervisors complete the School Psychology Program Practicum Evaluation form via Qualtrics at the end of each semester of the advanced practicum.

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. Trainees are encouraged to use Time2Track to log hours, as this program aligns with the application for the APPIC Match. Trainees may maintain their hours in a Microsoft Excel spreadsheet if they are unable to purchase Time2Track. Trainees should design the Program Log to aggregate the data and summarize information based on the focus of interest; categories should be operationally defined. An MS Excel template is available in the *School Psychology Programs Teams site*.

Annual Progress Reports

Trainees must submit an updated curriculum vitae (CV) as part of annual progress reports to the Graduate Programs Office by April 1 annually. To satisfy APA accreditation requirements, the Doctoral Program submits the *Annual Report Online (ARO)* to the American Psychological Association. As part of 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 the date requested.

Doctoral Degree Audit (Unofficial)

Trainees should complete the Doctoral Degree Audit Worksheet (Unofficial; see the *School Psychology Programs Teams Site*) to develop their remaining plan of study. 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.

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 (see the *School Psychology Programs Teams Site*) and submit it to the program coordinator for approval who 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 fall or spring Doctoral Research Apprenticeship Colloquium. After February 15 of the second year in the program, trainees may not decide to switch to the master's thesis.

Doctoral trainees must 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 peer-reviewed conference (e.g., local, state, or national). While trainees are highly encouraged to submit their projects to the annual conference of the National Associations of School Psychologists, they should consult with their apprenticeship supervisor for specific guidance. 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 SPCC 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).

Trainees should review the Doctoral Thesis Procedures website for a thorough explanation of the department's thesis procedures and required documentation. 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 APA (7th edition, 2019) and must comply with the *APA's Ethical Principles of Psychologists and Code of Conduct* (2010) when conducting research.

Trainees should defend the master's thesis by December 1 of their third year in the Doctoral Program. Doctoral trainees are also required to present their theses research at the Doctoral Research Apprenticeship Colloquium.

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. There may be an associated application fee. 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 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. Trainees 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*](#).

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 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 website*](#). Trainees must also follow the writing style outlined in the Publication Manual of the APA (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.

Maintaining Continuous Registration

ISU 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. More details surrounding continuous registration can be found in the [*Graduate Catalog*](#).

Comprehensive Examination

The comprehensive examination assesses trainees' ability to integrate, at an advanced level, research and theory from multiple basic areas of psychology. More specifically, the exam assesses DSK in (a) history and systems of psychology and the specialty of school psychology, (b) knowledge of research and theory pertaining to the affective, biological, cognitive, developmental and social aspects of behavior, and (c) knowledge of research methods, statistics and psychometrics. The exam also assesses knowledge related to the PWC regarding (a) professional ethics and standards, (b) diagnosis and assessment, and (c) evidence-based intervention, consultation, prevention, and supervision.

Typically, trainees take the exam before the start of their fourth year. If admitted with a master's degree or a SSP degree in school psychology, trainees may take the exam before the start of their third year in the doctoral program. Trainees must have completed the research apprenticeships or defended a thesis and passed PSY 436A04 Practicum: Psychoeducational Assessment and Intervention and PSY 436A05 Practicum: Psychosocial Assessment and Intervention. The SPCC will assume that all students who are in good standing heading into their fourth year will take the exam. Any student wanting to postpone a year must discuss this with their program advisor.

The exam is administered for four hours on two consecutive days in August before the start of the fall semester. Consistent with the requirements of the Americans with Disabilities Act, reasonable accommodations are provided through *Student Access and Accommodation Services (SAAS)* for trainees with documented disabilities. Trainees should contact SAAS by the end of the spring semester to request services. Trainees must comply with established procedures to determine eligibility for reasonable accommodations. SAAS will determine what qualifies as reasonable accommodations and will develop appropriate plans for providing such accommodations.

Exam Questions and Grading

The SPCC creates questions based on the competencies described above. Three SPCC 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. Passing the comprehensive exam requires a passing score on each question. The SPCC will notify trainees, in writing, of their examination results. Trainees must pass the exam to seek a doctoral internship and before defending their dissertation.

If trainees do not pass, they are required to retake the exam during the following 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 or specific areas of the examination, or to take an oral examination. If performance in an oral examination is not satisfactory, the SPCC may require trainees to retake some or all 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 who will seek the Professional Educator Licensure (PEL) in IL must complete the Intent for Licensure form by January 31 of the year before internship/the year they apply for internship. The form and instructions are available on the College of Education's Cecil J. Lauby Teacher Education Center's Get Licensed website (see the *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 seeking IL licensure must also take the Content Area Test in School Psychology by January 31 of their fourth year in the program. The Content Area Test is administered by the ISBE, and it is required by the state of Illinois for a public-school internship and licensure eligibility. Trainees can access and download test frameworks, study guides, and practice tests, and may review their test results on the [*ILTS*](#) website.

Trainees planning to work outside of Illinois are advised to review state licensure requirements to work in public schools. Some states grant licensure based on your academic degree and completion of the PRAXIS exam, while others may require proof of ISBE licensure. If the state a trainee moves to requires a verification document stating you have met IL licensure requirements, this can only be approved at ISU if you have passed the Content Area Test in School Psychology. Trainees are advised to research requirements ahead of moving. Trainees can take ILTS exam near or shortly after graduation and your license can be expedited once results are official (e-mail [*teacheredcenter@ilstu.edu*](mailto:teacheredcenter@ilstu.edu) with questions).

The IL legislature requires that the curriculum at all state universities contain instruction in safety education for teachers and other education licensure professionals. ISU has chosen to have candidates fulfill this requirement via a learning module and verification form. The module is about an hour long, and trainees must have completed this requirement by January 31 of their fourth year in the program. Instructions to complete this module are located in the *School Psychology Programs Teams Site*.

Trainees must have passed the Comprehensive Examination and have an approved dissertation proposal by October 31 of the year they 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 met.

Internship Selection Process

Information about potential internship sites is available in the [*APPIC Directory*](#). 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) Match. Details related to the internship application process and deadlines are available on the [*APPIC Internship Matching Program website*](#). Trainees may request permission (by September 1 of the year they are applying for the doctoral internship) from the SPCC to opt out of the Match to pursue a non-APPIC internship by submitting a letter to the program coordinator. The SPCC will notify trainees in writing if the waiver is approved or denied. If the waiver is approved, trainees must obtain approval of the proposed site and the site supervisor(s) from their program advisor who will serve as their 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 in the *School Psychology Programs Teams Site*. 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 ISBE 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.”

Internship

Trainees typically complete an internship during the fifth or sixth year of doctoral training. The doctoral internship is full time for 12 months for a minimum of 1750 supervised hours. To qualify for the IL PEL endorsement in School Psychology, Pre-K through 12th grade, the internship must include at least 600 hours (out of the 1750) 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 IL PEL 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 Heartland Head Start, The Autism Place, a therapeutic day school (e.g., Hammitt School at The Baby Fold), 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. Interns who choose to complete a non-school-based internship may complete a school-based internship (for 600 hours) after graduation to qualify for the IL PEL with a school psychology endorsement. Before accepting an internship in a non-school setting, trainees should discuss the site with their program advisors and the program coordinator.

Interns enroll for one credit of PSY 598A90 Doctoral Internship in School Psychology. 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 (one credit each for the summer, fall, spring, and summer semesters). 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 in the *School Psychology Programs Teams Site*, and submit it to the program coordinator by September 1.

Financial Issues during Internship

Tuition waivers are not available for internship, as trainees will be responsible for tuition and fees during the internship year. 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.

Trainees enrolled in one credit of PSY 598A90 are considered full-time graduate students, except for the purposes of student health insurance, which may be purchased by trainees. 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.

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 program coordinator 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 is documented and such information is communicated to the program coordinator.
6. Interns participate in meetings with current doctoral trainees and the university 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 supervisor. For non-APPIC internships, the following evaluation forms (in the *School*

Psychology Programs Teams Site) should be completed and submitted to the university by August 1:

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

After the program coordinator has received all 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 SPCC agree interns should be licensed, the program coordinator submits the final recommendation to ISU'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 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 supervisor and SPCC 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 ISBE 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 program accountability and self-assessment, trainees must complete the Praxis II School Psychologist test, even if they are not seeking the NCSP 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 Worksheet* 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. Any courses including transferred credits that are beyond the 8-year degree limit should not be identified on the Degree Audit. The completed *Doctoral Degree Audit Worksheet* should be sent as an editable document as an email attachment to the program coordinator. The program coordinator will submit the *Doctoral Degree Audit Worksheet* to the Graduate School. The Graduate School must approve the *Doctoral Degree Audit Worksheet* before trainees are eligible for graduation.

Trainees can amend an approved *Doctoral Degree Audit Worksheet* 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 *Doctoral Degree Audit Worksheet* 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 *Doctoral Degree Audit Worksheet*.

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 PEL endorsement in School Psychology, Pre-K through 12th grade. The PEL allows graduates to work as a school psychologist in public schools in IL. Due to ISBE licensure requirements, a doctorate degree must be conferred before ISU provides a recommendation for licensure. Certain criminal convictions may preclude eligibility for a PEL in IL.

The steps to obtain ISBE licensure are provided below.

- Trainees should complete the Intent for Licensure form by January 31 before their internship year. The form and instructions are available on the College of Education's Cecil J. Lauby Teacher Education Center's [website](#) (see the Graduate/Advanced Licensure section).
- 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](#).
- Trainees must pass all required ISBE tests including the Content Test in School Psychology.
- Trainees must send proof of all test scores to ISU (and the program coordinator directly), which should be directly linked to trainee's ELIS account, for verification by the Lauby Teacher Education Center.
- 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.
- Trainees must order an ISU transcript for ISBE. The transcript should be ordered from the Registrar's [Transcripts website](#). On the order, trainees should indicate sending the transcript after completion of trainee's internship. When ordering the transcript, trainees should include "ISBE/ELIS Requirement" in the order form's special instructions box. The transcript order also requires the ISBE address, which is ISBE, 100 N. 1st Street, Springfield, IL 62777. After completing the internship, the transcript will be uploaded directly to trainee's ELIS account.
- 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 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. 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 [IDFPR website](#).

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 apply for graduation, 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 Graduation and Commencement website](#) early in the spring semester during their internship. The completed form and application fee should be submitted to the Graduate School by the application deadline (i.e., early in January).

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. [NASP](#) has a list of nationwide employment sites for school psychologists. The [ISPA's 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. For example, the Graduate Programs 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. Dan Florell (AI in Psychology), Desiree Vega (Assessment of Emergent Bilingual Students), Sherrie L. Proctor (Identity Matters), and Leandra Parris (crisis prevention and preparedness in the schools). 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 to meet training needs of the field. The SPCC 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 MLAs for each DSK area and PWC.
- 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 SPCC 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 ISU every seven years, with a report to the IBHE

APPENDIX A: SCHEMATIC OF PERFORMANCE-BASED ASSESSMENTS

Admission Year	Year 1	Year 2	Year 3	Year 4	Year 5	Post-graduate follow-up
<p>Review all completed Doctoral Program applications</p> <p>Personal interview with invited applicants</p> <p>Review student feedback on interviewed applicants</p> <p>Deliberate about admission decisions</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>Mid- year assessment of trainees; program coordinator meets with trainees; trainees receive a written summary of the meeting</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</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>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>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 January 15 if seeking IL licensure</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 May 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>

Note: 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 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 advisor the possibility of extending their residency to facilitate completion of the dissertation prior to leaving for internship. Courses are for 3 credits unless otherwise noted. Course availability is subject to department scheduling.

First year, Fall

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 in School Psychology (.05 credit)

First year, Spring

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 503 Doctoral Research Proseminar in School Psychology (.05 credit)

First year, Summer

PSY 320 History of Psychology (if not offered during summer, enroll in fall or spring semester)
PSY 473 Theories and Techniques of Counseling Children and Adolescents
PSY 499 Master's Thesis (1 credit)
PSY 547 Advanced Child and Adolescent Psychopathology

Second year, Fall

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 (2 credit)

Second year, Spring

PSY 431 Theory and Research in Social Psychology
PSY 435A04 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

PSY 499 Master's Thesis (credits vary)

Third year, Fall

PSY 418 Learning and Cognition
PSY 420 Theories of Personality
PSY 590A0x Advanced Practicum
Elective course, if needed

Third year, Spring

PSY 463 Brain and Behavior Relationships

PSY 477 School-based Prevention and Intervention Services

PSY 536 Seminar and Practicum in Supervision of School Psychological Services

PSY 590A0x Advanced Practicum

Elective course, if needed

Third year, Summer

PSY 599 Doctoral Research (Dissertation; at least 15 credits by graduation)

Fourth year, Fall

PSY590A03 Advanced Practicum Supervision (1 credit)

PSY 599 Doctoral Research (Dissertation at least 15 credits by graduation)

Fourth year, Spring

PSY 451 Psychology of Diversity

PSY 590A0x Advanced Practicum or Elective course

PSY 599 Doctoral Research (Dissertation; at least 15 credits by graduation)

Fourth year, Summer

PSY 598A90 Doctoral Internship in School Psychology Final Term (1 credit)

PSY 599 Doctoral Research (Dissertation; at least 15 credits by graduation)

Fifth year, Fall

PSY 598A90 Doctoral Internship in School Psychology Final Term (1 credit)

PSY 599 Doctoral Research (Dissertation; at least 15 credits by graduation)

Fifth year, SPRING

PSY 598A90 Doctoral Internship in School Psychology Final Term (1 credit)

PSY 599 Doctoral Research (Dissertation; at least 15 credits by graduation)

Fifth year, SUMMER

PSY 598A90 Doctoral Internship in School Psychology Final Term (1 credit)

PSY 599 Doctoral Research (Dissertation; at least 15 credits by graduation)

Notes:

- 4-6 PSY 499 Master's Thesis credits or 3 PSY 502 Research Apprenticeship credits are required.
- 1 598A90 Doctoral Internship credit is considered full-time
- More than 6 Master's Thesis credits and 15 PSY 599 Doctoral Research in Psychology credits will not count toward the GPA or graduation and should not be included in the Master's or Doctoral Degree Audits.

APPENDIX C: CHECKLIST OF IMPORTANT DATES

First Year

- Before the start of the fall semester, complete health exams, background checks, fingerprinting required by the university and assigned districts/cooperatives. Submit results to the fieldwork university supervisor.
- By September 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office.
- By October 30, GTAs 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 form* or *Department Approval of Thesis Chair form*, when your faculty supervisor or thesis chair is selected
- By January 31, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By April 1, submit an updated curriculum vitae to the Graduate Programs Office
- By June 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By August 1, complete the ARO survey sent by the Graduate Programs Office

Second Year

- By September 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office.
- By October 30, GTAs must complete the *Mandatory Governmental Ethics Online Training*
- By January 31, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By April 1, submit an updated curriculum vitae to the Graduate Programs Office
- By April 15, complete the (*Unofficial*) *Doctoral Degree Audit Worksheet* with your program advisor and submit the worksheet to the program coordinator
- By June 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By August 1, complete the ARO survey sent by the Graduate Programs Office

Third Year

- By September 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office.
- By October 30, GTAs must complete the *Mandatory Governmental Ethics Online Training*
- By January 31, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By April 1, submit an updated curriculum vitae to the Graduate Programs Office
- By June 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By August 1, complete the ARO survey sent by the Graduate Programs Office

Fourth Year

- In August, take the Comprehensive Examination
- By September 1, complete the *Graduate Assistant Health Insurance Certification*, *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, GTAs must complete the *Mandatory Governmental Ethics Online Training*
- By October 31 obtain approval of your dissertation proposal from your Dissertation Committee to receive approval to seek an internship
- In November, register for the APPIC matching process and submit the internship application
- By January 15, take ISBE's Content Area Test in School Psychology if planning to pursue IL licensure
- By January 31, complete the *Intent to File for Licensure form* and submit the form to the Lauby Teacher Education Center
- By January 31, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By April 1, submit an updated curriculum vitae to the Graduate Programs Office
- By June 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office if you have a GA
- By August 1, complete the ARO survey sent by the Graduate Programs Office

Fifth Year and Beyond

- By September 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office.
- By January 31, the Professional Practice Insurance Coverage and Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By April 1, submit an updated curriculum vitae to the Graduate Programs Office
- By May 1, complete the *Doctoral Degree Audit* with your program advisor, 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* and submit the forms to the Graduate Programs Office
- By May 31, complete the Praxis II School Psychologist Test
- By August 1, complete the ARO survey sent by the Graduate Programs Office
- By mid-July, defend your dissertation to graduate in August

Trainees must also comply with the Graduate School's Dates and Deadlines to satisfy their degree and graduation requirements. The deadlines may vary each semester.

APPENDIX D: ONLINE RESOURCES

School Psychology Programs Teams Site

Course Exemption Request
Critical Skill Development Plan
Discussion of Employment
Doctoral Degree Audit
Doctoral Degree Audit (Unofficial)
Doctoral Internship Plan
Doctoral Internship Site Eligibility Criteria Doctoral Trainee Internship Site Evaluation
First Year Trainee Mid-Year Evaluation by Faculty
Graduate Assistant Performance Evaluation
Mid-Year Feedback Conference Summary
MS Excel Hours Log
NASP Nondiscrimination and Equal Opportunity Policy
Non-Licensure Internship Acknowledgement
Practicum Evaluation Form
Practicum Learning Plan
PSY 436A04 Psychoeducational Practicum RtI Field Placement Agreement
PSY 498A05 First Year Fieldwork Weekly Reflection Log
PSY 498A05 First Year Fieldwork/Practicum Head Start Placement Agreement
PSY 498A05 First Year Fieldwork/Practicum Public School Placement Agreement
PSY 498A05 First Year Fieldwork/Practicum TAP Placement Agreement
PSY 498A05 First Year Head Start Site Supervisor Evaluation
PSY 502 Research Apprenticeship Agreement

Department Website

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

Graduate School Website

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

Other Websites

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