PhD

SCHOOL PSYCHOLOGY PROGRAM

2016-2017 STUDENT HANDBOOK

School Psychology Programs
Department of Counseling, Psychology and Special Education
School of Education
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# Table of Contents

PHD SCHOOL PSYCHOLOGY PROGRAM OVERVIEW 4
Tenets of the PhD School Psychology Program 4
PhD School Psychology Mission Statement 4
Location and Administration of the PhD Program 5
Program Faculty 5
PhD School Psychology Program Aims and Competencies 6
PhD School Psychology Program Course of Study Overview 7
PhD School Psychology Program Course Sequence 8
Doctoral Preliminary Examination 10
Doctoral Oral Comprehensive Examination 11
Procedure for Completion of Exam Paper 12
How to Study for Doctoral Oral Comprehensive Exams 12
Practica and Internship Overview 12
Practicum Sequence 13
First Year Practicum 14
Second Year Practicum 14
Advanced Doctoral Practicum 15
Internship 15
Internship Requirements 15
Internship Site Supervision 17
University Supervision of the Internship 17
Internship Permanent Products 18
Evaluation of Interns 18
Dissertation Proposal 18
Dissertation Requirements 18
School Psychology Program ePortfolio 19
Comprehensive Student Requirement List 21
Faculty-Student Relations 21

GENERAL INFORMATION FOR DUQUESNE STUDENTS 21
Duquesne University Student Handbook 21
DORI 22
MultiPass 22
University Weather and Emergency Closings 22

PHD PROGRAM POLICY AND PROCEDURES 22
School Psychology Website 22
School Psychology Listserv 23
PhD School Psychology Program Admissions Procedures 23
Admissions of Practitioners Returning for a PhD in School Psychology 25
Academic Standing-Credit Transfer Policy 25
Change of Degree Programs 26
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statute of Limitations</td>
<td>26</td>
</tr>
<tr>
<td>Temporary Approved Leave of Absence from Graduate Study</td>
<td>28</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>29</td>
</tr>
<tr>
<td>Incomplete Grades</td>
<td>29</td>
</tr>
<tr>
<td>Continuous Enrollment Policies</td>
<td>29</td>
</tr>
<tr>
<td>Effective Date and Reporting</td>
<td>30</td>
</tr>
<tr>
<td>Withdrawn Status and Readmission</td>
<td>30</td>
</tr>
<tr>
<td>Inactive Status and Readmission</td>
<td>30</td>
</tr>
<tr>
<td>Independent Study</td>
<td>31</td>
</tr>
<tr>
<td>Student Orientation</td>
<td>31</td>
</tr>
<tr>
<td>Annual Clearances Required</td>
<td>31</td>
</tr>
<tr>
<td>Advisement</td>
<td>32</td>
</tr>
<tr>
<td>Change of Advisor</td>
<td>32</td>
</tr>
<tr>
<td>Annual Student Self Evaluation</td>
<td>32</td>
</tr>
<tr>
<td>Ongoing Evaluation of Student Progress</td>
<td>33</td>
</tr>
<tr>
<td>Student Remediation Procedures</td>
<td>33</td>
</tr>
<tr>
<td>Retention Standards</td>
<td>34</td>
</tr>
<tr>
<td>Due Process: General Guidelines</td>
<td>35</td>
</tr>
<tr>
<td>Final Grade Appeal Policy</td>
<td>36</td>
</tr>
<tr>
<td>New Student Test Kit Fee</td>
<td>36</td>
</tr>
<tr>
<td>Student Mail Folders</td>
<td>36</td>
</tr>
<tr>
<td>Program Student Files</td>
<td>36</td>
</tr>
<tr>
<td>Test Kits</td>
<td>36</td>
</tr>
<tr>
<td>Practicum and Internship Logs</td>
<td>37</td>
</tr>
<tr>
<td>School Psychology Program Graduate Assistant Evaluation Procedures and Timelines</td>
<td>37</td>
</tr>
<tr>
<td>Conference Posters</td>
<td>37</td>
</tr>
<tr>
<td>PhD Graduation Policy</td>
<td>37</td>
</tr>
<tr>
<td>Certification</td>
<td>38</td>
</tr>
<tr>
<td>Student Affiliates in School Psychology (SASP)</td>
<td>38</td>
</tr>
<tr>
<td>STUDENT RESOURCES</td>
<td>39</td>
</tr>
<tr>
<td>Office of Freshman Development and Special Student Services</td>
<td>39</td>
</tr>
<tr>
<td>Financial Aid, Health Insurance, and Student Status</td>
<td>40</td>
</tr>
<tr>
<td>Gumberg Library and Curriculum Center</td>
<td>40</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>40</td>
</tr>
<tr>
<td>Other Assistantships</td>
<td>41</td>
</tr>
<tr>
<td>Grants, Scholarships, and Fellowships</td>
<td>41</td>
</tr>
<tr>
<td>Professional Organization Memberships</td>
<td>41</td>
</tr>
<tr>
<td>Continuing Education Opportunities</td>
<td>42</td>
</tr>
<tr>
<td>PROGRAM FORMS AND DOCUMENTS</td>
<td>42</td>
</tr>
</tbody>
</table>
PHD SCHOOL PSYCHOLOGY PROGRAM OVERVIEW

The 111-hour PhD Program is accredited by the American Psychological Association (APA), as well as the National Association of School Psychologists (NASP), and includes coursework, practica, dissertation, and internship. Completion of this Program leads to a MSEd in Child Psychology, a PhD, Certification in School Psychology by the Pennsylvania Department of Education, and prepares graduates to apply for licensure by a State Board of Psychology. In addition to practicing psychology in schools, child clinics, and child service agencies, doctoral-level school psychologists can become licensed for the independent practice of psychology and work as a university professor. PhD graduates often seek employment in settings where research skills are required. Upon completing the PhD Program and successfully passing the Praxis School Psychology Exam, graduates may be credentialed as Nationally Certified School Psychologists (NCSP).

APA’s Commission on Accreditation can be reached at 750 First Street NE, Washington, DC 20002-4242; telephone: 202.336.5979.

Tenets of the PhD School Psychology Program

All children can benefit from the educational environment. Attainment of this goal requires the measurement of effective instructional and socialization practices that are informed by research and theory. School psychologists implement and advocate for these exemplary practices through data-based decision making, collaboration, consultation, and demonstrating accountability to all stakeholders in terms of student achievement of cognitive and academic goals and healthy social-emotional development. The purpose of these exercises is to organize schools in ways that promote learning, prevent problems, and encourage a sense of community for all students from varied racial, cultural, ethnic, experiential, and linguistic backgrounds.

To these ends, the Duquesne School Psychology PhD Program is committed to providing students with the necessary skills to think critically and become change agents by contributing new knowledge to the literature, become moral and ethical practitioners, and become lifelong learners who can work as colleagues within the educational community. The School Psychology Program faculty provides these necessary skills through a challenging and stimulating curriculum, mentoring experiences through research projects, practical experiences with the most skilled and ethical practitioners, and providing ongoing service and support to students after graduation.

PhD School Psychology Program Mission Statement

The Duquesne University School Psychology Program, guided by the belief that all children can learn, is dedicated to providing both breadth and depth of professional training in a theoretically-integrated, research-based learning environment. The Program prepares ethical practitioners, scientists and scholars who are life-long learners committed to enhancing the well-being of youth, their families, and the systems that serve them. The Program achieves this by engaging in scholarly activities that advance the field of school psychology, maintaining a modern curriculum that employs aspects of multiculturalism and diversity, examining emerging trends in the profession, conducting continuous outcomes assessment for Program improvement, and providing support to our graduates.
Location and Administration of the PhD Program

Duquesne University first opened its doors as the Pittsburgh Catholic College of the Holy Ghost in October 1878 with an enrollment of 40 students and a faculty of seven. Today Duquesne University is a progressive educational facility, which has more than tripled from its early 12.5 acres to its present 43-acre campus. Current enrollment is more than 10,000 students in 9 schools of study.

The Duquesne University School Psychology Program is located within the Department of Counseling, Psychology and Special Education, in the School of Education. The School of Education is one of eleven schools of study at Duquesne, and the Department of Counseling, Psychology and Special Education is one of three departments in the School of Education. The Dean of the School of Education is Dr. Olga Welch. The Chair of the Department of Counseling, Psychology and Special Education is Dr. Tammy L. Hughes. The School of Education offers the Bachelor of Science degree, Master of Science in Education degree, Certificate of Advanced Graduate Study, the Doctor of Education degree, and the Doctor of Philosophy degree in a variety of fields of study. The School of Education is accredited by NCATE.

The School of Education is accredited by the Pennsylvania Department of Education and the Middle States Association of Colleges and Schools. The School Psychology Program, which began in 1969, offers a 30-hour Master’s Degree in Child Psychology (MSEd), a 91 hour Doctor of Psychology (PsyD) in School Psychology, and an 111 hour Doctor of Philosophy (PhD) in School Psychology. The Certificate of Advanced Graduate Study (CAGS) in School Psychology degree program is in the processing closing.

Program Faculty

The following are University-designated School Psychology faculty members:

Laura M. Crothers, DEd
Professor of School Psychology
crothersl@duq.edu

Scott L. Graves, Jr., PhD
Associate Professor of School Psychology
gravess@duq.edu

Tammy L. Hughes, PhD
Professor of School Psychology
Chairperson, Department of Counseling, Psychology, and Special Education
hughest@duq.edu

Mary Pat Jones, PhD
Assistant Clinical Professor of School Psychology
jones726@duq.edu

Elizabeth McCallum, PhD
Courses with a subject code of “GPSY” will be taught by the faculty members above. Courses taken within the PhD degree sequence that do not carry this label will be taught by other School of Education and University faculty members.

PhD School Psychology Program Aims and Competencies

The aims and competencies of the PhD School Psychology Program are tightly linked to APA’s Standards of Accreditation, NASP’s graduate education training standards, the Program’s training model, and current professional issues of the field. Specific PhD Program aims and competencies include the following:

**Aim 1: Train health service psychologists (HSPs) to deliver school psychological services.**

Ethical and Legal Standards Competency: Students must be knowledgeable of and act in accordance with relevant professional standards, and legal and ethical guidelines.

Individual and Cultural Diversity Competency: Students must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities.

Professional Values, Attitudes, and Behaviors Competency: Students must behave in ways that reflect the values and attitudes of health service psychology.

Communication and Interpersonal Skills Competency: Student must maintain effective professional relationships marked by effective communication skills.

Assessment Competency: Students must demonstrate competence in conducting evidence-based assessments consistent with the scope of Health Service Psychology.

Intervention Competency: Students must demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology.
Supervision Competency: Students must demonstrate knowledge of supervision models and practices.

Consultation and interprofessional/interdisciplinary Skills Competency: Students must demonstrate knowledge of consultation models and practices, and respect for the roles and perspectives of other professions.

**Aim 2: Train leaders in the field who promote the science of psychology.**

Research Competency: Students must demonstrate knowledge, skills, and competence sufficient to contribute and disseminate new knowledge to the scientific evidence base.

Research Competency: Students must critically evaluate and use existing knowledge within the practice of health service psychology.

**PhD School Psychology Program Course of Study Overview**

In order to achieve the competencies, goals, and objectives above, the faculty is committed to a learning environment which stresses an integrated, well-organized, and specific curriculum with clear expectations. Each faculty member has a strong commitment to formal and informal student-faculty interactions that further mentor the student’s educational progress, professional development and identification with the field. The climate of the Program is one that fosters healthy scholarly debate and discourse, critical questioning of current issues and trends in the field and respect for diversity in theory and practice, thus creating a stimulating and enriching educational environment. Emphasis is placed on the preparation of competent practitioners who are also skilled at the consumption and integration of scientific knowledge, theory, and practice.

Consistent with the scientist-practitioner model of training, students are involved in a systematic sequence of didactic courses, applied courses, field experiences, and research requirements. The sequential plan of study is designed to prepare students for the professional practice of school psychology by developing foundational knowledge, skills, and professional dispositions and behavior required for independent practice and the ability to conduct original research to address unanswered questions within the scientific literature. A brief, narrative overview of the PhD course of study follows.

During the first year of the Program, students are enrolled in several foundation courses designed to provide knowledge in the areas of child development, learning theories, psychological measurement, scientific methods and data analysis, and professional issues and development. Students also engage in coursework, fieldwork and practica dealing with individual differences, design and implementation of interventions, and intellectual, behavior, and academic assessment. PhD students are enrolled in Directed Research, a course designed to familiarize students with the research process, promote active engagement in research projects through faculty-student collaboration, and provide research mentoring prior to completing a dissertation.

Upon completing the first 30 credits in the PhD Program, students will be awarded a Master’s of Science in Education (MSEd) degree in Child Psychology. It is the student’s responsibility to obtain, complete, and submit the degree application form to obtain the MSEd in Child Psychology.
The second year of the Program builds on the student's knowledge base in psychology and education by providing coursework in consultation, psychotherapy, personality assessment, psychopathology, and neuropsychology. In addition, students are involved in practicum throughout the second year of study. Students begin to research dissertation topics in the second year and many students start forming his or her dissertation committee. The research skills of students continue to be developed through the Directed Research sequence.

The third and fourth years of the Program focus upon the cognitive, social, biological and developmental aspects of psychology, the professional practice of school psychology, the professional responsibilities of university teaching, and research methodology and analysis. During the third year, students begin to articulate his or her dissertation work through course seminars and establish a formal dissertation committee. Students begin advanced doctoral practicum which also challenges students to recognize how clinical practice can inform scholarly pursuits. In addition to applied practice settings, PhD students may seek a research-oriented practicum experience. The dissertation seminar sequence prepares a student to propose a dissertation as early as the summer of the third year. Students are strongly encouraged to defend the doctoral dissertation during the fourth year of study. An elective based on student career goals is allowed in either the third or fourth year.

The fifth year of the student's Program involves the culminating experience of a supervised internship in school psychology. Typically, internship is completed on a full-time basis, although a two year half-time internship is permissible.

### PhD School Psychology Program Course Sequence

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<tr>
<th>Fall Year 1</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GPSY 505</td>
<td>Role and Function of School Psychology</td>
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<tr>
<td>GPSY 512</td>
<td>Psychological Testing</td>
</tr>
<tr>
<td>GPSY 619</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>GPSY 692</td>
<td>Individual Testing</td>
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<tr>
<td>GPSY 810</td>
<td>Directed Research</td>
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<tr>
<th>Spring Year 1</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GPSY 623</td>
<td>Behavior Interventions</td>
</tr>
<tr>
<td>GPSY 625</td>
<td>Academic Interventions</td>
</tr>
<tr>
<td>GREV 610</td>
<td>Statistics II</td>
</tr>
<tr>
<td>GPSY 511</td>
<td>Psychology of Learning</td>
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<tr>
<td>GPSY 810</td>
<td>Directed Research</td>
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<tr>
<th>Summer Year 1</th>
<th>Credits</th>
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<tr>
<td>PSYCH 535</td>
<td>History and Systems of Psychology</td>
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<tr>
<td>GCNE 572</td>
<td>Child and Adolescent Counseling</td>
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<tr>
<td>Fall Year 2</td>
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<tr>
<td>GPSY 680</td>
<td>Consultation and Program Evaluation</td>
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<tr>
<td>GPSY 618</td>
<td>Personality Assessment for Intervention</td>
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<tr>
<td>GPSY 691</td>
<td>Psychotherapy with Children and Adolescents</td>
</tr>
<tr>
<td>GPSY 691L</td>
<td>Psychotherapy and Consultation Practicum</td>
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<tr>
<td>GPSY 810</td>
<td>Directed Research</td>
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<tr>
<td>Spring Year 2</td>
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<tr>
<td>GPSY 695</td>
<td>Child Neuropsychology</td>
</tr>
<tr>
<td>GPSY 690</td>
<td>Child and Adolescent Psychopathology</td>
</tr>
<tr>
<td>GREV 701</td>
<td>Research Methods and Design</td>
</tr>
<tr>
<td>GPSY 693L</td>
<td>Integrated Practicum</td>
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<td>GPSY 810</td>
<td>Directed Research</td>
</tr>
<tr>
<td>Summer Year 2</td>
<td></td>
</tr>
<tr>
<td>GPSY 815</td>
<td>Standards and Ethics in School Psychology</td>
</tr>
<tr>
<td>Fall Year 3</td>
<td></td>
</tr>
<tr>
<td>GPSY 705</td>
<td>Single Subject Methods for School Psychologists</td>
</tr>
<tr>
<td>GPSY 614</td>
<td>Organizational Consultation and Supervision</td>
</tr>
<tr>
<td>GREV 611</td>
<td>Educational Statistics III</td>
</tr>
<tr>
<td>GPSY 813</td>
<td>Professional Seminar: Dissertation Research</td>
</tr>
<tr>
<td>GPSY 812L</td>
<td>Advanced Doctoral Practicum I</td>
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<td>GPSY 890</td>
<td>Advanced Doctoral Practicum Seminar I</td>
</tr>
<tr>
<td>GPSY 810</td>
<td>Directed Research</td>
</tr>
<tr>
<td>Spring Year 3</td>
<td></td>
</tr>
<tr>
<td>GPSY 811</td>
<td>Biological Basis of Behavior</td>
</tr>
<tr>
<td>GREV 612</td>
<td>Educational Statistics IV (offered every other year), or a research elective in place of Ed. Stats. IV</td>
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<tr>
<td>GPSY 813</td>
<td>Professional Seminar: Dissertation Research</td>
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<tr>
<td>GPSY 812L</td>
<td>Advanced Doctoral Practicum II</td>
</tr>
<tr>
<td>GPSY 891</td>
<td>Advanced Doctoral Practicum Seminar II</td>
</tr>
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<td>GPSY 810</td>
<td>Directed Research</td>
</tr>
<tr>
<td>Summer Year 3</td>
<td></td>
</tr>
<tr>
<td>GESL 501</td>
<td>Helping English Language Learners in Mainstream Classes</td>
</tr>
<tr>
<td>Fall Year 4</td>
<td></td>
</tr>
<tr>
<td>CESD 815</td>
<td>Instructional Methods Seminar and Practicum</td>
</tr>
<tr>
<td>Elective</td>
<td>Option – GPSY 808: Early Childhood: Assessment and Intervention</td>
</tr>
<tr>
<td>GPSY 810</td>
<td>Directed Research</td>
</tr>
<tr>
<td><strong>Spring Year 4</strong></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>CESD 805</td>
<td>Counselor Education and Supervision Leadership in a Diverse Society</td>
</tr>
<tr>
<td>GPSY 612</td>
<td>Social Psychology</td>
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<tr>
<td>GREV 612</td>
<td>Educational Statistics IV (offered every other year), or a research elective to take the place of Ed. Stats. IV</td>
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<tr>
<td><strong>Elective</strong></td>
<td>Option – GPSY 804: Child Violence in Schools</td>
</tr>
<tr>
<td>GPSY 810</td>
<td>Directed Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fall Year 5</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GPSY 903</td>
<td>Internship Seminar I</td>
</tr>
<tr>
<td>GPSY 901</td>
<td>Internship I</td>
</tr>
<tr>
<td>GPSY 906</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring Year 5</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GPSY 904</td>
<td>Internship Seminar II</td>
</tr>
<tr>
<td>GPSY 902</td>
<td>Internship II</td>
</tr>
<tr>
<td>GPSY 906</td>
<td>Dissertation</td>
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</tbody>
</table>

**TOTAL DEGREE CREDITS** 111

*Note 1.* **Students must select one** (3 credit hour) **elective** among GPSY 808: Early Childhood Assessment and Intervention (offered each fall), GPSY 804: Child Violence in Schools (offered each spring), and an elective approved by the student’s advisor. The elective can be taken any time in the third and fourth years of study. A PhD student’s course sequence must total 111 credits.

*Note 2:* Dissertation credits do not need to be taken in the suggested semesters above. Students must register for a total of 6 dissertation credits (GPSY 906) to be eligible for graduation.

*Note 3:* GPSY 509 (Independent Study), GPSY 812L (Doctoral Practicum), and GPSY 906 (Doctoral Dissertation) have separate sections for individual faculty members. Be sure to register for the proper faculty member.

**Doctoral Preliminary Examination**

Students must successfully complete a Doctoral Preliminary Examination (Comprehensive Examination) after the second year of coursework. The Program has adopted the Praxis Series School Psychology test administered by ETS as the comprehensive examination. More information about this test, as well as registration procedures, can be found at: [http://www.ets.org/praxis/nasp/requirements](http://www.ets.org/praxis/nasp/requirements). The Program has adopted a passing score of 150 as this score is required by NASP to become a Nationally Certified School Psychologist (NCSP). Scores should be sent to Duquesne University and NASP at the time of testing. Students must pass the School Psychology Praxis prior to continuing to the third year of coursework.
Doctoral Oral Comprehensive Examination

During Dissertation Seminar I (fall semester of the third year of study), each PhD student will write a research review paper that aligns with one’s dissertation research interests. This APA publication style compliant paper is due to the Program office at the end of the fall semester of the third year and is intended to be the springboard for Chapter II of the student’s dissertation. Therefore, each student is strongly encouraged to work directly with his or her dissertation chair through the process of writing the review paper. The completed review paper should meet the standards of the research paper grading rubric (Current Students tab of Program Website) and must include the following regardless of topic:

1. Describe the general context. How does the area of study fit into broader issues, and what is the significance? The student should use a review of literature as evidence.
2. Describe the particular area in detail. Included in this section the student should state the need for research in the area. This should include examination of the scientific merit of the cited literature.
3. Pose specific gaps in the research literature and future research recommendations. You **should not** provide participants, research design, or a data analysis section.

After the paper is completed, each student is required to schedule a doctoral oral comprehensive examination no later than the third week of the spring semester in the third year of study. The oral exam must be completed prior to dissertation proposal and internship. The oral examination will be conducted a committee of two faculty members determined by (faculty) group consensus at a Program faculty meeting. Students do not select committee members. One committee member is typically the student’s dissertation chair and, to the extent possible, the second member has expertise in the general topic area. This oral exam committee does **not** serve as the dissertation committee. The oral exam committee is a temporary committee comprised solely of School Psychology faculty members who evaluate the written review paper and conduct the doctoral oral comprehensive examination.

Prior to conducting the oral examination, if the examination committee determines that the submitted review paper is inadequate, the student will be required to correct and resubmit the paper to the examination committee. A new deadline for the review paper will be determined by the committee and the oral examination will be administered thereafter.

Questions for the two-hour oral examination will be formed by the examination committee after reviewing the paper. Oral comprehensive exam questions may involve Program coursework and practicum experiences related to the topic area, in addition to analysis of the review paper. The oral examination is rated by each member of the examination committee based on the Doctoral Examination Scoring Rubric (Current Students tab of Program Website). Should a student fail the doctoral comprehensive examination, the student will retake the exam on a date determined to be reasonable by the committee. In the case of repeated failure of the doctoral oral comprehensive examination, the examination committee will recommend to the Program faculty a plan regarding
the student’s status in the Program, consistent with student remediation procedures described in this handbook.

**Procedure for Completion of Exam Paper**

1. Student meets with a prospective dissertation faculty advisor in the spring of the 2\textsuperscript{nd} year to confirm a topic area.

2. Students enroll in *Professional Seminar: Dissertation Research* in fall year 3 to begin developing the written portion of the doctoral comprehensive exam.

3. Students receive guidance in this course throughout the fall semester (with possible recommendation for writing tutoring or writing center assistance).

4. The faculty course instructor reviews each student’s paper near the end of the fall semester to determine viability. If a student’s paper is judged to be weak, the student is referred to his or her projected dissertation advisor as early as possible for mentoring/editing.

5. Students have until the end of the fall semester work with his or her projected dissertation advisor and the seminar instructor to improve the paper.

6. If a student’s paper does not appear satisfactory at the end of the fall semester, the student will meet with his or her exam committee for the development of an action plan to improve the quality of the paper. Concerns at this point in the process may trigger a review of the student’s ability to successfully complete a dissertation and status in the Program.

**How to Study for Doctoral Oral Comprehensive Exams**

The examination will cover the three main topics discussed above. You should be able to answer questions about the explicit content of the review paper, the content of research literature cited in the review paper, foundational theory derived from coursework, and practical implications inferred from practica experiences. Therefore, study the core psychology courses (Development, Learning, Personality, etc.) that you have taken. Be able to use what you learned in those courses to explain your review paper. Study each article that you cite in the review paper. Here is where statistics and research comes in. Can you discuss the merit, based on the research design, of the articles you cited? The review paper does not include a research plan, but the examinee should demonstrate understanding of statistics and research methodology through the analysis of the extant literature. Finally, prepare an argument for the significance of the area of research.

**Practica and Internship Overview**

As a competency based Program, coursework and field experiences are carefully sequenced so that theoretical knowledge, skill acquisition, and the opportunity to enhance these skills are fully integrated. In addition to coursework, students are expected to engage in field experiences during each semester of residence consistent with appropriate ethical, professional and legal standards.
Please note that travel to a local practicum site is necessary. In order of completion, the field-work sequence includes:

1. First Year Practicum
   a. Role and Function of School Psychologists field-experience (fall)
   b. Academic/Behavior Interventions field-experience (spring)
2. Second Year Practicum
   a. Psychotherapy and Consultation Practicum (fall)
   b. Integrated Practicum (spring)
3. Advanced Doctoral Practicum (fall and spring semesters of the third year)
4. Continued advanced practicum is encouraged in the fourth year of study to increase internship competitiveness and develop additional expertise.
5. Internship

All aspects of practicum and internship are supervised by university faculty and by appropriately credentialed field-based site supervisors. All site supervisors are during the first two years are certified school psychologists as the experiences occur in schools. All site supervisors during the third year are certified school psychologists and/or licensed psychologists, consistent with the requirements for practice at the specific field-site. Students must log all hours incurred during practicum and internship.

Student competence given stage of training is required for each field-experience before advancing to the next field experience and then to internship. Competence will be determined by faculty evaluation of practicum performance and field-based supervisor ratings of performance. The associated faculty member will award a “Pass” or “Fail” designation for Psychotherapy and Consultation Practicum, Integrated Practicum, Advanced Doctoral Practicum, and Internship. All practica must be completed prior to being released for internship.

Additionally, students complete an Evaluation of Site form (see Current Students tab of Program Website) following each practicum experience and these are reviewed and discussed by the Program faculty to assist in future student placement and Program planning.

Please note that Child Abuse, Criminal Record, and FBI Clearances, in addition to TB testing, need to be renewed on an annual basis as many sites are now requesting up-to-date clearances. If the internship is completed out of PA, it is permissible to submit that state’s clearance forms. Information on obtaining clearances may be found at: http://www.duq.edu/academics/schools/education/student-academic-services/clearances.

There is also liability insurance provided by the University to cover students during practicum and internship. If your site requires this form, it is available in the Program Office.

Practicum Sequence

PhD students are required to complete a minimum of 750 total hours of practicum prior to internship. If a student chooses to pursue an internship in a non-school setting, 600 practicum hours must be from a school setting. Program students are placed at practicum field sites based on
student learning needs and, to the extent possible, career goals of the student. All practicum activities must be logged using MyPsychTrack.com. Faculty will ask for hard-copies of logs to ensure students are meeting course and practicum requirements. It is vital that students maintain accurate logs and complete them in a timely manner. The Program will require each student to submit a .pdf “Summary Report” from MyPsychTrack at the completion of advanced doctoral practicum activities and prior to being formally approved for internship.

First Year Practicum

During the first semester of the Program, students complete several foundation courses, as well as the first professional psychology course, GPSY 505: Role and Function of School Psychologists. As stated in the course description, the course is designed to “introduce prospective school psychology students to the field of school psychology.” The fieldwork component of this course provides students with an introductory set of experiences through observations of school psychologists, related service providers, general education classrooms, and special education classrooms. Students are strongly encouraged to engage in direct academic intervention with individuals and groups at the filed site to obtain direct intervention hours. The second semester of the first year involves additional educational and psychological foundation courses and provides more advanced field work experience as part of GPSY 623: Behavioral Interventions and GPSY 625: Academic Interventions. During this experience, students will conduct a functional behavior assessment (FBA) and write a behavior intervention plan (BIP), and progress monitor an academic problem in order to make evidence-based recommendations. Students are required to spend at least 4 hours per week during the academic year at the first year field site and log all hours. University supervision for these experiences occurs within coursework.

Second Year Practicum

Students begin the second year of the Program with increasingly advanced coursework and practicum experiences. Psychotherapy and Consultation Practicum is the field-experience that supports the development of skills related to GCNE 572: Child and Adolescent Counseling, GPSY 691: Psychotherapy with Children and Adolescents, and GPSY 680: Consultation and Program Evaluation in School Psychology. Students in this practicum are required to carry an individual and group counseling case load, and engage in formal consultation with schools. The forms associated with the Counseling & Consultation Practicum and are included on the Current Students tab of Program website and include the following: Field Placement Form, Counseling & Consultation Practicum Evaluation of the Site, and the Site Supervisor Evaluation of the Practicum Student. University supervision for these experiences occurs through coursework and weekly supervision meetings.

During the spring semester of the second year of the Program, the sequential progression of practicum experiences continues. Integrated Practicum is designed to develop knowledge and skills introduced in GPSY: 505 Role and Function of School Psychologists, GPSY 512: Psychological Testing, GPSY 512: Psychological Testing, GPSY 618: Personality Assessment for Intervention, GPSY 695: Child Neuropsychology, and GPSY 690: Child and Adolescent Psychopathology. During this experience, students complete comprehensive psychoeducational evaluations regarding learning/developmental/neuropsychological problems and behavior/emotional problems, engage
in problem solving teaming, and assist in the progress monitoring of students in a school setting. Students are encouraged to continue counseling and consultation activities, under supervision, as well. The required Integrated Practicum documents found on the Current Students tab of the Program website include the following: Field Placement Form, Integrated Practicum Evaluation of the Site, and the Site Supervisor Evaluation of the Practicum Student.

Students are required to spend at least 8 hours per week at the field site during the academic year and log all hours. Due to the intensity of the practicum experience, it is anticipated that students will spend an additional 8 logged hours per week engaged in preparations and follow-up activities. Therefore, the Program projects second year students will obtain approximately 16 practicum hours per week across the fall and spring semesters. University supervision for these experiences occurs through coursework and weekly supervision meetings.

**Advanced Doctoral Practicum**

During the third year of the Program, students continue to integrate knowledge and skills learned in previous coursework and in ongoing advanced coursework. Students are placed at a school-based field-site and to the extent desired and possible, an additional field site that matches the student’s career goals and/or matches the student’s learning needs. Field-site settings for Advanced Doctoral Practicum in the fourth year of study, and third year when desired, often extend beyond traditional school settings and are often considered specialized placements where the focus is on a particular age range (e.g., preschool only), problem type (suspected neuropsychological impairment, adjudicated youth, etc.), psychological activity (e.g., primarily counseling-focused, consultation-focused, evaluation focused, etc.) or measurement experience (e.g., working with large data sets, conducting program evaluation). Students should spend two days per week at the field site during the academic year and log all hours. University supervision for advanced practicum occurs through coursework and weekly supervision meetings.

PhD students are not required to engage in Advanced Doctoral Practicum activities during the fourth year of study. However, students are strongly encouraged to engage in additional practicum experiences to increase internship competitiveness and develop additional expertise. In fact, historically, all PhD students do engage in additional practicum during the fourth year of study. Important to remember is that by the end of the fourth year of study, all PhD students should have obtained a minimum of 750 total hours of practicum. University supervision for additional advanced practicum experience occurs through weekly supervision meetings.

The required Advanced Doctoral Practicum documents found on the Current Students tab of the Program website include the following: Field Placement Form, Evaluation of the Practicum Site, and the Site Supervisor Evaluation of the Practicum Student.

**Internship**

**Internship Requirements**

All PhD School Psychology internships should meet the guidelines set forth by the Council of Directors of School Psychology Programs (CDSPP). At the end of the second year, Program Faculty
will review the progress of each student using the Internship Eligibility Form (Current Students tab of the Program website). Provided each criterion has been met, the student will be released to complete a 1500 hour internship supervised by a licensed (to practice independent psychology), doctoral psychologist. If the internship is to be completed in a non-school setting, the intern must have completed at least 600 hours of advanced practicum in a school setting. The internship experience reflects the final stage of training, as all coursework must be completed prior to internship, and is designed to allow students to receive a comprehensive, supervised experience for students to continue to develop ALL Program competencies and skills for independent practice. The internship experience is typically completed on a full-time basis over a period of one academic year. A half-time, two-year experience is permissible. All internship settings must agree to provide experiences specific to the training objectives of the Program as evidenced in the internship contract. Internship credit is not given for past work experiences. The intern must not be involved in other employment that conflicts with the goals and requirements of the internship. All internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession. Students must log all internship activities using MyPsychTrack.com and should plan on submitting internship logs to the Internship Seminar Instructor at least 4 times across the period of the internship. A final .pdf “Summary Report” regarding the internship year must be submitted to the Program office upon completion of the internship.

For the PhD Internship, the following forms which are available on the Current Students tab of the Program website must be completed: Field Placement Form, PhD Internship Contract, PhD Internship Plan, PhD Internship Evaluation of the Site, Site Supervisor Evaluation of Intern, and the PhD Internship Completion Form. For assistance with the PhD Internship Plan Form, please see your University Internship Supervisor.

In addition to being in good standing regarding Program competencies, student must meet the following criteria prior to being released for internship:

1. Has earned a Master’s degree in Education, Psychology, Child Psychology or a closely related area.

2. Has completed all coursework and at least 750 hours of practicum.

3. Has, or will have by the end of the internship experience, completed 600 hours of field-experience in schools.

4. Has passed the written comprehensive examination (Praxis II: School Psychologist with a minimum score of 150).

5. Has passed the PhD comprehensive oral examination.

6. Has successfully proposed his or her dissertation.

7. Obtained state child abuse (Act 33), criminal clearances (Act 34), FBI clearance (Act 114), and TB Test.
Internship Site Supervision

Internship supervisors must have a license to practice independent psychology and, if the internship setting is a school, appropriate school psychologist certification. The internship supervisor must have a minimum of three years of experience in the provision of psychological services and/or school psychological services. Prior to beginning the internship, a signed contact must be completed. In addition, a description of the internship goals and objectives must be signed by both the intern and the supervisor and returned to the University Supervisor. Internship contracts must clearly specify that site-supervisor will provide a minimum of two hours per week of direct, individual supervision. Internship site-supervisors must agree to be responsible for no more than two interns at a given time.

The PhD Internship Contract and Internship Plan are available on the Current Students tab of Program website. If the internship site requires its own contract, the intern will need to complete and sign both the site contract and the university contract.

Internship contracts reflect a commitment to providing a diverse set of internship experiences and supervision. Salary, if provided, is indicated. The internship placement agency shall provide appropriate support for the internship experience which shall minimally include:

1. A written contractual agreement specifying the period of appointment and the terms of compensation.
2. A schedule of appointment consistent with that of agency (school) psychologists (e.g., calendar, participation in in-service meetings, etc.).
3. Provision for participation in continuing professional development activities.
4. Expense reimbursement consistent with policies pertaining to agency (school) psychologists.
5. An appropriate work environment including adequate supplies, materials, secretarial services, and office space.
6. Release time for internship supervision.
7. A commitment to the internship as a training experience.

Please see the Duquesne University Internship Contract (Current Students tab of the Program website) for the full listing of components required in the internship contract.

University Supervision of the Internship

Each student will be assigned a University (faculty) Supervisor to monitor intern progress while on internship. The University Supervisor will make at least three contacts with the intern’s supervisor. The first will constitute a personal introduction and review of the Program’s requirements for internship. The second contact will be made after the completion of the mid-year evaluation of the intern and the third contact will be made after the end-of-year evaluation of the intern. The purpose of the on-site or telephone contact is to monitor the development of the intern’s competencies and provide support as needed. The University Supervisor will document these contacts for the student’s file. Generally speaking, if the intern requires university assistance while on internship, the University Supervisor should be contacted.
All interns must participate in a monthly on-campus internship seminar conducted each semester of the academic year (GPSY 903/904: Internship Seminar). The purpose of the seminar is to provide a forum for interns to share his or her experiences, learn from other interns, receive feedback regarding cases from Program faculty, learn about applying and interviewing for jobs, and receive additional didactic training. If a student attends an APA/APPIC internship, the student must still enroll in GPSY 903/903 and complete all course assignments, but the monthly contact with a group of interns may occur through the internship’s monthly meetings. If a student accepts an internship that is not within a reasonable driving distance to attend the monthly on-campus sessions at Duquesne, the intern must still enroll in GPSY 903/904 and complete all assignments, and then may either 1) write a letter to the program asking for permission to participate in the monthly sessions by videoconference, or 2) write a letter of request that the intern be allowed to attend the monthly didactic trainings and group supervision of an internship recognized by an APA/APPIC or operated by another university.

Internship Permanent Products

The intern will complete two comprehensive case studies across the internship year. These will occur as part of GPSY 903/904: Internship Seminar and specific details of the case studies will be provided in the courses’ syllabi. In brief, one project will involve a case in which the intern completed a comprehensive evaluation, formed a diagnostic impression, and provided evidence-based intervention recommendations. The second project will involve a review of direct intervention services provided, including progress monitoring and outcome evaluation. These cases will in part be used for the Program to judge intern competency.

Evaluation of Interns

Formative evaluations occur during regular meetings between the intern and internship supervisor, as well as the mid-year contact between the internship supervisor and the University Supervisor. Another source of formative evaluation is the mid-year Internship Supervisor Evaluation of the Intern. Summative evaluation occurs at the end of the internship experience when the internship supervisor completes the end-of-year Internship Supervisor Evaluation of the Intern and the University Supervisor also completes the summative University Supervisor Evaluation of the Intern. The Program will directly email each supervisor the mid-year and end-of-year electronic evaluation forms. The intern does not need to provide evaluations form to the supervisor.

Dissertation Proposal

The dissertation proposal will be defended before internship. The dissertation proposal will contain the first three chapters of the dissertation. Students will have GPSY 813 in the fall and spring of year three, which will be a writing-based professional seminar to assist students in preparing the proposal. The dissertation proposal format will be prepared as defined by the School of Education Graduate Studies Council (GSC). Additional information on dissertation requirements can be found on the Duquesne University website.
Dissertation Requirements

It is expected that the student will select a Committee Chair before approaching other prospective committee members. Committee selection typical occurs in collaboration. Dissertation committees will be comprised of no fewer than three members and no more than five. The dissertation committee will be determined by mutual decision of the student and the dissertation chair. Prospective committee members must possess earned terminal degrees in school psychology, education or related disciplines. Committees must include at least one additional school psychology faculty member and at least one of the other committee members must be a full-time member of the Duquesne University School of Education faculty. A relevant and appropriately credentialed practitioner may also be added as the fourth or fifth member with the approval of the dissertation chair. Non-doctoral level individuals cannot serve on a dissertation committee or sign a dissertation; however, they can be a reader.

The dissertation committee will evaluate the documents presented by the student that represent the completed research dissertation.

The dissertation guidelines and forms are available on the Duquesne University website. The dissertation must be prepared in accordance with policies and procedures posted on this web page.

The dissertation author must pay all graduation fees, notify the registrar of intent to graduate, schedule a defense, obtain faculty signatures, and meet deadlines for submission of drafts and final manuscript.

School Psychology Program ePortfolio

During pre-doctoral internship, each student must submit an ePortfolio to demonstrate proficiency regarding each of the Program’s 13 competencies. These competencies were previously reviewed within this handbook. The ePortfolio will be submitted to the Program through School Psychology Internship Seminar as one .pdf document. Adobe Acrobat may be used to merge all documents into one .pdf file. After the title page for the ePortfolio, a table of contents should appear. Please include a cover page for each competency to explain how the product submitted is intended to demonstrate mastery of that specific competency. As Program requirements and course assignments are complex in nature, you are permitted to use the same product to demonstrate more than one competency, but this should be done sparingly. For example, for some it is possible that the Single Subject Prospectus could be used to demonstrate mastery of competencies of 2a and 2b. However, be certain to clearly explain how the product demonstrates mastery of both competencies on the cover page of each competency. The faculty has suggested examples of products that may be used to meet each competency.

<table>
<thead>
<tr>
<th>PhD School Psychology Program e-Portfolio Possible Products</th>
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<tbody>
<tr>
<td><strong>Aim 1: Train health service psychologists (HSPs) to deliver school psychological services.</strong></td>
</tr>
</tbody>
</table>
Below you will find the rubric that will be used to evaluate the ePortfolio products. Each item numbered below will be evaluated by Program faculty using the 1 = Falls Below Expectations to 4 = Exceeds Expectations. Please be aware that the rating of “Exceeds Expectations” will be reserved for truly exemplary performance compared to others at the internship stage of training. All areas represented on the ePortfolio must be rated by the faculty at the “Meets Expectations/Competent” level in order to graduate. If competency is not achieved, then a remediation plan may be devised to bring the student to the competent level.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1 = Falls Below Expectations (for a student of your stage of training)</td>
<td>Rule bound, simplistic understanding, skill acquisition required, needs substantial improvement.</td>
</tr>
<tr>
<td>2 = Approaches Expectations (for a student of your stage of training)</td>
<td>Exemplifies basic skill or knowledge, emphasis is on mastery of technical aspects, needs some improvement.</td>
</tr>
<tr>
<td>3 = Meets Expectations (Competent performance for a student of your stage of training)</td>
<td>Exemplifies knowledge and skills that meet the training standards.</td>
</tr>
</tbody>
</table>

**Aim 2: Train leaders in the field who promote evidence-based practices (EBPs) in the particular context in which psychology is being practiced.**
<table>
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<tr>
<th>student of your stage of training)</th>
<th>4 = Exceeds Expectations (a notable strength and exemplary performance for a student of your stage of training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes patterns and context, utilizes self-analysis, minimal to no reliance on guidelines; training standards are exceeded.</td>
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</tbody>
</table>

**Comprehensive Student Requirement List**

Please refer to the Comprehensive School Psychology Student Requirement List (Current Students tab of Program Website) for a complete list of all student requirements and the deadlines, organized by year in the Program.

**Faculty-Student Relations**

The Program faculty is committed to meeting the learning, professional, and socialization needs of its students. As a result, Program faculty members commit to the following:

- Strive to maintain positive faculty-student professional relationships by all reasonable means.
- Socialize students to the field by considering students to be future colleagues.
- Maintain a contemporary curriculum to meet the learning and professional needs of its students.
- Serve as professional mentors and Program advisors.
- Support the needs of the local SASP chapter, as a student organization that socializes future school psychologists.
- Provide a formal mechanism of feedback to the Program faculty by maintaining a “Student-Raised Concerns” item on each faculty meeting agenda.
- Consider student concerns through other informal means, such as course feedback and meetings with individual faculty members.
- Provide timely and fair evaluations of student performance.
- Enact timely and just student remediation procedures, if necessary.
- Implement timely and just due process procedures.
- Promote student attendance and resulting interaction with faculty at local, regional, and national conferences.
- Mentor students to produce peer-reviewed posters, papers, and other presentations at local, regional, and national conferences.
- Provide continued guidance and support of Program graduates.

**GENERAL INFORMATION FOR DUQUESNE STUDENTS**

**Duquesne University Student Handbook**

DORI is used to access the Duquesne University Student Handbook, the Duquesne University Code of Students Rights, Responsibilities and Conduct, and the Duquesne University Notice of Non-
Discrimination and Non-Harassment Policy. For more information, please refer to Duquesne’s website at [www.duq.edu](http://www.duq.edu).

**DORI**

Duquesne Online Resources and Information (DORI) is a vital gateway to University intranet pages, web-based tools, and shared news and links. Students most often use DORI to register for classes and print obtain class schedules. As indicated below, students must use their MultiPass account to access DORI. Any technical difficulties you may encounter during the activating process or during regular use may be addressed by calling the CTS Help Desk at 412-396-4357 or emailing CTS (help@duq.edu).

**MultiPass**

MultiPass is your key to multiple electronic resources at Duquesne. Once your MultiPass account is initialized, you can use one MultiPass user name and password to access DORI, to register, and use the DuqNet wireless network. All Duquesne students should get a MultiPass user name and password as soon as possible. Please check the Duquesne website at [www.duq.edu/cts](http://www.duq.edu/cts) to obtain your MultiPass account.

**University Weather and Emergency Closings**

Duquesne University has established a complex emergency information system. When you access your Multipass account, you will be prompted to provide methods by which you wish to receive emergency and weather-related information. This may take the form of a phone call or a text. When weather conditions or other emergencies cause a delay or cancellation of classes, updated information will also be available on a recorded message at 412-396-1700. Updated emergency and closing information may also be obtained from local television stations KDKA, WTAE, WPXI and their websites, from major local radio stations, and on the Duquesne Daily website at [http://www.duq.edu/life-at-duquesne/student-services/career-services/employers/emergency-cancellations-and-delays](http://www.duq.edu/life-at-duquesne/student-services/career-services/employers/emergency-cancellations-and-delays).

**PHD SCHOOL PSYCHOLOGY PROGRAM POLICIES AND PROCEDURES**

**School Psychology Website**

The School Psychology Program maintains a website ([http://www.duq.edu/academics/schools/education/academic-departments/counseling-psychology-and-special-education/phd-school-psychology](http://www.duq.edu/academics/schools/education/academic-departments/counseling-psychology-and-special-education/phd-school-psychology)) of current information regarding the Program, including an overview of the Program, Program faculty, admissions procedures, frequently asked questions, Program resources, including electronic copies of forms, and the course sequence. Students are strongly encouraged to visit the Program website to seek answers to questions, in addition to consulting Program faculty.
School Psychology Listserv

All Program students are required to join the Duquesne School Psychology Mailing List/Listserv. The list is for current students, previous students, and interested school psychologists in the Pittsburgh Area. Content includes Program specific information and discussion about issues in school psychology. To subscribe to the list:

1. Address and e-mail a message to: lyris@lyris.duq.edu. You must send this e-mail in PLAIN TEXT format. Make sure you are not sending this mail in HTML or Rich Text format. Usually this setting is on a menu called format.

2. Write the following 2 lines at the start of your mail message:
   subscribe schoolpsych-list
   end

3. Send the message

To send mail to everyone on the mailing list, address your e-mail to:
schoolpsych-list@lyris.duq.edu

To remove yourself from the list:
Send this command in the body of an email to lyris@lyris.duq.edu:
unsubscribe schoolpsych-list.

PhD School Psychology Program Admissions Procedures

Students are admitted into the PhD Program once per year with an annual application deadline of January 15. The PhD School Psychology Program application, transcripts, GRE scores, letter of interest, and letters of recommendation are all submitted to the Program through the online application process. The faculty reviews all PhD application materials and identifies applicants who are judged to have a high likelihood of success in graduate studies, and have professional goals and interests that align with obtaining a doctoral degree in school psychology, the PhD as a research-oriented degree, and the scientist-practitioner model of training. Successful applicants are invited to an on campus interview. The faculty then considers all application materials and interview information to make admission offers. With an admissions offer, the student will then enroll in classes for the upcoming fall semester. The Program does not engage in "rolling admissions."

To be considered for admission, applicants must complete the following steps. By following this procedure, there will be no application fee.

1. Prepare a letter of interest to upload into the online application. A letter of intent describes educational, professional, research, and personal experiences that have resulted in an applicant's interests to pursue a career in school psychology, specifically pursue a PhD in school psychology, and consider the Duquesne University PhD School Psychology Program in particular. The letter of interest should also outline an applicant's career goals so that the faculty may judge the match between the applicant's goals and the stated goals and competencies of the PhD Program.
Applicants should be certain to cover his or her research experience and research interests as these are carefully evaluated by the Program faculty when reviewing applications for the PhD program as it is in part a research-oriented degree.

2. If desired, prepare a curriculum vita/resume to upload into the online application. A curriculum vita/resume is optional.

3. Obtain official undergraduate and graduate transcripts, and then scan each transcript separately to be uploaded into the online application.

4. GRE scores obtained within 5 years of the date of application are required and should be sent to Duquesne University. The online application will ask you to enter your Verbal Reasoning, Quantitative Reasoning, and Analytical Writing scores. The Program will verify the scores you insert.

5. Duquesne University requires submission of TOEFL or IELTS scores for all non-native English speaking applicants. Additionally, the English as a Second Language Program conducts a review of each matriculated student upon arrival to determine individual needs for English instruction to support success in his/her degree program. The University requires the following minimum scores in each area to be considered for admission: TOEFL minimum of 80 (internet based) with no sub-score less than 17, or 550 on the paper-based test; IELTS minimum score of 6.5 with no sub-score below 6.5 for Reading, 5.5 for Writing, 5.5 for Speaking, and 6.0 for Listening. Have these scores ready to insert into the online application.

6. The online application will ask the applicant to supply the names and email addresses of three persons who are willing to write a letter of reference. The online application process will then email each letter writer and ask them to upload a letter of reference regarding your application to the Program. Please inform your letter writers to expect an automated email.

7. When all of the above are ready, all applicants to the University must complete Duquesne University's online application first. This application requires you to input general background information.

8. Then, complete the PhD School Psychology Program online application. This application is more detailed and requires you to upload the documents above.

Faculty members will review all completed applications and rate each according to the quality of submitted materials (letter of intent, transcripts, test scores and references) and match with the stated goals and competencies associated with the PhD Program. Successful applicants will then be selected for an on-campus interview. Applicants will be notified by email or telephone of an interview invitation, as well as the time and place of the interview. Although an on-campus interview is strongly preferred, if an applicant is unable to attend an on-campus interview, a videoconference interview will be arranged. After final admissions decisions have been made, letters of acceptance, rejection, or wait list status will be emailed and then air/ground mailed to all of the applicants. Final decisions are made after April 15 of each year.
Admissions of Practitioners Returning for a PhD in School Psychology

A practicing school psychologist who has previously earned a CAGS in School Psychology from Duquesne University or a specialist degree in school psychology from another NASP-approved program may apply for admission to the PhD Program. Graduate students who enter the PhD Program with a Specialist degree in school psychology from another university will have their transcript reviewed to ensure that the previous graduate coursework reflects the competencies of the Duquesne University School Psychology Program. If the previously completed specialist program was NASP-approved, the specialist degree will be accepted and the student will complete all coursework and applied experiences unique to the PhD Program as a student with advanced standing. Between the courses “transferred” from the pre-doctoral degree program and the courses taken within the PhD School Psychology Program, the credit total for graduation is 111 credits. As variations between NASP-approved programs exist, a list of recommended readings will be provided to the student to reflect the competencies of the Duquesne University School Psychology Program. Graduate students who enter the PhD Program with a specialist degree from a non-NASP-approved program, or enter the Program with an advanced degree from a related field to school psychology, will have his or her transcript reviewed in detail to determine if remedial coursework is necessary prior to progressing to uniquely PhD Program coursework and applied experiences.

Academic Standing – Credit Transfer Policy

An academic department may accept course work completed at another regionally-accredited university toward meeting its graduate degree requirements. Transfer credits earned at another institution may be accepted only if: 1) the student has been admitted to graduate degree status at Duquesne University; 2) the transfer credit is approved by the appropriate program director; 3) the courses taken are graduate courses applicable to the Duquesne graduate degree program; and 4) grades of at least a 3.0 on a 4.0 scale were achieved. The program director of the program or department offering the course establishes the final determination of the acceptance or denial of transfer credits.

A course that has an original credit value less than its Duquesne-program equivalent may be transferred with the approval of the program director but will be awarded credit based on the original credit value of the course. The transfer of this course may fulfill a program requirement but result in fewer credits applied toward the degree; it will not lower the minimum credits required to graduate.

Although a course that has an original credit value greater than its Duquesne-program equivalent may be accepted as an equivalent DU course, only the number of credits awarded for the DU course may be applied toward the degree; any remaining credits for that course cannot be transferred as elective credits.

These requirements apply to any credits earned in another graduate program, including another graduate program at Duquesne. Official transcripts documenting the transfer credit must be on file prior to the granting of credit on the student’s Duquesne transcript. No grades of transferred courses from institutions other than Duquesne are included in the student’s grade point average.
Generally, Duquesne does not accept more than six (6) semester credit hours as transfer credits for a master’s degree of 30 hours or no more than 25% of the total semester hours for a master’s degree requiring more than 30 hours. A program may accept up to 24 semester credit hours in transfer for a PhD or other academic doctoral program. Professional graduate programs, at both the master’s and doctoral level, may accept transfer credit in accordance with commonly accepted practice for their academic discipline within higher education as promoted by their professional accrediting body or learned society.

The student’s academic advisor will initially approve the acceptance of transferred courses, but it remains the student’s responsibility to produce evidence (e.g., assessment reports, course syllabus, etc.) supporting the transfer of credits. Final approval will be granted by the course instructor, or in the cases of non-core School Psychology courses, the academic advisor. Appeals may be made using the School of Education grievance procedures discussed in this handbook.

If a student has already obtained a master’s degree, the Program may accept that master’s degree and accept any course that closely matches a School Psychology Program course using the procedure above. Such a student would be considered to have advanced standing, would not obtain a second master’s degree from the Program, and the student would continue with courses unique to the relevant School Psychology Program sequence. The advanced standing form can be found within the new student registration packet found on the Current Students tab of the Program website.

Change of Degree Programs

If a student would like to change degree sequences (e.g., to PhD to PsyD), the student must complete a new application and follow all application guidelines for the desired degree program. It is not permissible for students simply to elect to change or migrate between School Psychology Program degree sequences without making a formal application. In the case where a current student is accepted into a new degree program, the student’s program of study will be reviewed with the student’s advisor to ensure that the future course of study will meet the requirements of the new degree sequence.

Statute of Limitations

As dictated by School of Education policy and as students of a “pre-masters doctoral program,” PhD Program students are expected to complete all degree requirements within 8 years of the first date of coursework. First date of coursework is defined as the last day of the semester in which the student was first enrolled. This provision applies to students who enter with or without advanced standing or transfer credits.

Students with disabilities who may require an extension of time to complete a graduate degree are encouraged to contact the Office of Special Services.

Under exceptional circumstances, a candidate for an advanced degree may apply for an extension to the statute of limitations. An extension can be requested in the form of one of the three kinds of leave: medical, military, and personal. An extension of time for completion of a degree will be
granted only in cases where there is clear evidence of progress towards successful completion of the degree, and where the student can document an extraordinary reason for being granted an extension. The application for an extension (i.e., medical, military, or personal) must include a detailed schedule for degree completion.

Students are expected to register in their program of study for all Fall and Spring semesters during their academic studies unless they have been granted a leave of absence. Students who have not been registered in their program of study for two consecutive semesters of required enrollment must be readmitted to their academic department or program in order to continue their studies. Regardless of any absences during their programs of study, students who do not enroll and are not on an approved Leave of Absence will be held to their original statute of limitations for degree completion upon their return. Students may not suspend their enrollment in their degree programs in order to avoid the statute of limitations policy.

Requests for an extension to the statute of limitations must be submitted by the graduate student to his/her advisor who will review the request and provide a written recommendation that is forwarded to the program director. Next, the program director will review the request and provide a written recommendation that is forwarded to the department chair. The student will be notified in writing of the decision via electronic mail directed to the student’s DUQ email address. An appeal for denial of the request for extension may be submitted to the school’s academic dean whose review and decision are final.

The timeline for requesting an extension to the statute of limitations is as follows:
• The student must submit the request for an extension to his/her advisor no later than 25 business days prior to the expected graduation date. However, the School of Education strongly encourages students to request the extension (a medical, military, or personal leave) as early as possible so that faculty members can work with students granted a leave to make sure that they will be able to meet all degree requirements and be eligible for graduation in a timely manner upon their return. When the student submits a request only 25 days prior to the expected graduation date and is not granted an extension, it is unlikely that s/he will have time to complete the work and graduate.
• The advisor will forward the request for extension with his/her recommendation to the designated school committee or office within 5 business days of receipt of the request.
• The designated school committee or office will review the request for extension within 5 business days of receipt of the request and the advisor’s recommendation.
• The designated school committee or office will notify the student in writing of the decision to allow or deny the request within 5 business days of the decision.
• If the request is denied, the student may file an appeal for review of the decision to the school’s academic dean within 5 business days of the date of the relevant or designated school committee or office’s written notification.
• The academic dean will notify the student of his/her decision regarding the appeal within 5 business days of receipt of the appeal. The decision of the dean is final. A student who does not complete his/her degree as required by the statute of limitations may not apply for re-admission to pursue the same degree at Duquesne University.
Temporary Approved Leave of Absence from Graduate Study

In some cases, students may be permitted to take a temporary approved Leave of Absence. Three types of temporary leave exist at the graduate level: medical, military, and personal.

A Medical Leave of Absence is defined as leave that is granted based upon a recommendation from a certified, licensed healthcare provider. Students may request a Medical Leave of Absence by submitting to the academic dean, or his or her designee, a written request accompanied by a corroborating recommendation from said healthcare provider. Students who are registered at the time they seek a Medical Leave of Absence may also seek a Medical Withdrawal and should consult the Catalog of Graduate and Professional Programs for the required procedure. Graduate students who are covered under the University’s medical insurance plan will remain insured during an approved Medical Leave of Absence for any period of time when the medical insurance coverage coincides with the Medical Leave of Absence.

A Military Leave of Absence is defined as leave that is granted based upon a student’s call to duty or training in the Armed Services or a Reserve Component. Students who are called to active duty or training of any type, whether voluntary or involuntary, may request a Military Leave of Absence by submitting to the dean, or his or her designee, a written request along with copies of their official military orders. Students who are registered at the time they seek a Military Leave of Absence should consult the Catalog of Graduate and Professional Programs for the required procedure to file a Notice of Complete Withdrawal for the term. Requests for military withdrawal should be filed prior to departure but must be filed no later than 60 days following the termination of military orders. Spouses of service members called to active duty may also request a Military Leave of Absence and should follow the same procedure to request the leave.

A Personal Leave of Absence is defined as leave that is granted based upon any grounds other than medical reasons or military service. A maximum of three semesters of Personal Leave may be granted. A request for personal leave should be filed at the time it is determined the leave is needed, since it will not be granted retroactively. Students who are registered at the time they seek a Personal Leave of Absence should consult the Catalog of Graduate and Professional Programs for the required procedure to file a Notice of Complete Withdrawal for the term. Requests for a Personal Leave of Absence are submitted by the graduate student to his/her advisor who will review the request and provide a written recommendation that is forwarded to the program director. Next, the program director will review the request and provide a written recommendation that is forwarded to the department chair. The department chair will forward the recommendation to the Dean. The Dean makes the decision about the leave, and his/her decision is final. Dean’s office will notify the student, advisor, director and chair of the decision. A Personal Leave of absence will not be granted for the sole purpose of extending a student’s statute of limitations.

Approved Medical, Military, and Personal Leaves of Absence do not count toward a student’s statute of limitations. Students granted an approved Leave of Absence will have their time-to-degree extended by the amount of time granted by the leave. Readmission of a student following an approved Leave of Absence is granted automatically if the student was in good standing when the Leave was granted.
During an approved Leave, students are not enrolled nor do they have an active student status. Students taking an approved Leave of Absence should make every effort to resolve any grades of incomplete that are due to convert to failing grades prior to beginning a leave or should negotiate with the course instructor(s) a time line for the completion of remaining work. Any extensions of the I-to-F deadline must be approved by the course instructor(s) and communicated to the University Registrar.

International students should consult with the Office of International Programs before requesting a leave of absence, since visa status and other related issues could be affected.

Stipends, grants, financial aid, insurance and/or other funding may be impacted by federal law and/or university policy when taking an Approved Leave of Absence and should be investigated prior to leave.

Residency Requirements

The School Psychology doctoral Program consists of a minimum of five years of full-time, graduate study. Once admitted to the Program, it is expected that all students be enrolled continuously. This residency requirement allows students the opportunity to interact with faculty and other graduate students and to become familiar with university resources. All Program requirements (including internship and dissertation) must be completed within the specified timelines (PhD is 8 years).

Incomplete Grades

“II” grades (incomplete grades) will be granted in extenuating circumstances when a student has successfully completed the majority of class requirements. The student must contact the instructor and complete an Incomplete Grade Application, which must be submitted to the Dean’s office for approval. The Incomplete Grade Application is available online in the School of Education Policy and Procedure Manual and through the office of Student Academic Services in Canevin Hall. A Contract for Completion of Incomplete Grades must be completed and signed by the instructor and student. To have the “II” grade changed to a letter grade, the student needs to complete the contract in the specified amount of time. If it is not changed within one year, an “II” grade will convert to an “F” grade.

“IP” grades (in progress grades) may also be granted in extenuating circumstances when a student has successfully completed the majority of practicum, internship, or dissertation requirements. Change of an “IP” grade is completed by the course instructor using a Change of Grade form available through the office of Student Academic Services in Canevin Hall.

Continuous Enrollment Policies

As dictated by School of Education policy, in order to qualify for continuous registration, a master’s (thesis) or doctoral student must have completed all required courses and have earned (or have previously registered for) all required thesis or dissertation credits. In order to maintain an enrolled status once all required credit has been earned, students must be registered for a Continuous
Registration FT (GRED 702 01) class for required fall and spring terms of enrollment up to the point of graduation. Continuous Registration FT will be charged a flat rate of $500.

For master’s or doctoral students who “stop out” and have missed required terms of continuous registration, retroactive continuous registration sections will be created and students charged the flat rate for the number of required semesters missed.

A student may not use continuous registration just to enable full time status while the student is still earning credit. However, should a student who is still earning credit toward a Program of study need to "stop out" the student should simply not register for that semester. In such cases the student will remain an active student and be able to resume classes when ready.

**Effective Date and Reporting**

All students must have Active status or Leave of Absence status at the start of the Fall semester and must maintain one of these statuses to avoid “readmission” and its associated fee.

**Withdrawn Status and Readmission**

If a student has formally withdrawn from the University, the student has Withdrawn status. Changing a student’s status from Withdrawn to Active must be approved by the Program and the Department.

*Readmission* is the process to regain Active status after holding Withdrawn status. A student must complete the Readmission Form and, after Program and department approval, submit it to Student Academic Services in Canevin Hall.

A student who has exceeded the statute of limitations for completion of a Program is considered to have Withdrawn status with the University. The University will not readmit a student if the statue of limitations has been exceeded.

**Inactive Status and Readmission**

If a student does not hold Active status or Leave of Absence status, and has not formally withdrawn from the University, the student has Inactive status. Changing a student’s status from Inactive to Active must be approved by the Program and the Department.

Readmission is the process to regain Active status after holding Inactive status. A student must complete the Readmission Form and, after approval, submit it to Student Academic Services in Canevin Hall along with a readmission fee. The fee will be deposited in the same manner as application fees for the student’s Program.
Independent Study

The Independent Study guidelines are as follows:

1. The Independent Study should provide for the in-depth investigation of a specific problem.
2. The investigation should be based upon a problem conceived and stated by the student. It is assumed that the suggestions and advice of the faculty sponsor should be recognized as essential in the determination of the nature of the problem and the investigative procedures.
3. Independent Study is offered on a variable credit basis. A maximum of three credit hours in Independent Study will be permitted in any degree Program.
4. Exceptions to any of the stated procedures may be made only with the approval of the Department Chair.

The Request for Approval of Independent Study Form is available in the Department Office. The student must complete this form, submit a brief outline describing the nature and method to be employed in conducting the Independent Study, and obtain signatures from the faculty sponsor and Program Director. This must be done before registration for the Independent Study.

Student Orientation

Near the start of the fall semester of each academic year, an orientation for all School Psychology CAGS, PsyD, and PhD students is held. With the exception of out-of-town interns, all students must attend the orientation.

New students will be directed to the Program’s Student Handbook, oriented to the mission of the Program, introduced to the Student Affiliates of School Psychology (SASP), and other procedural issues. This orientation provides an opportunity for new students to meet all School Psychology faculty members. Students are encouraged to use this forum to clarify Program procedures.

Students will be required to sign an Agreement of Understanding prior to their first year. This form covers the following:

1. Expectations for attendance, completion of all work
2. Professional manner during classes, practicum and/or internship
3. Responsibility for all assessment materials (test kits and protocols)

This form will remain in effect for the duration of the student’s enrollment in the Program.

Current students will be informed of general updates. PhD students will meet in small groups in order to prepare for the expectations of the coming year.

Annual Clearances Required

School of Education policy states that all students must “submit each of the following clearances:

- PA Act 33/Child Abuse Clearance
• PA Act 34/Criminal History Clearance
• PA Act 114/FBI Clearance (PA Department of Education)
• TB Testing

to the Office of Student and Academic Services ANNUALLY during their academic career at Duquesne University.” The policy goes on to state, “To submit your updated clearances, please bring the original or a copy of your current clearances to Ms. Cindy Cafaro, 214 Canevin Hall. If you are unsure if your clearances are current, please call the Office of Student and Academic Services at 412.396.6093.” Copies will be made of your clearances and you will keep the originals. Information regarding how to obtain the four required clearances can be found at the following webpage: http://www.duq.edu/academics/schools/education/student-academic-services.

Advisement

Upon entering the School Psychology Program, each student is assigned an advisor. However, students may change their advisor as they become more familiar with the School Psychology faculty. It is important for all students to meet with their advisor on an ongoing basis throughout their course of study. All students take a prescribed sequence of courses, yet students are strongly encouraged to consult the Program website and consult with his or her advisor periodically to ensure proper Program sequence.

Although a considerable amount of Program information is made available to students electronically in the form of listservs, e-mails, and the School Psychology website, we believe that there is no substitute for personal, face-to-face advisement. It is the student’s responsibility to schedule a conference with his or her advisor each semester to assist with registration. Additionally, students are encouraged to meet with each of the School Psychology faculty during their first semester on campus.

The Program also has a full-time assistant who can be a valuable resource regarding Program policies and procedures.

Change of Advisor

If a student requests a change of faculty advisor, the student must complete and sign the Change of Faculty Advisor Form and obtain the signatures of the former advisor, new advisor and Program Director. The Change of Advisor Form is available on the Current Students tab of the School Psychology Program website.

Annual Student Self Evaluation

All School Psychology students are expected to complete and submit an online annual self-evaluation at the end of each spring semester, including the internship year. The Program will email the self-evaluation link to you by the Program in the spring semester of each year. The purpose of the Annual Student Self Evaluation is to provide you with the opportunity to reflect on your knowledge and skill development, and revisit the experiences that have contributed to your professional growth. Please be specific in your responses. The first portion of the evaluation will
ask you to comment on your growth regarding each of the Program’s stated aims and competencies and then rate your current level of knowledge and skill development pertaining to each competency. The second portion of the evaluation will ask you to rate your personal dispositions and professional behavior.

Finally, you will set at least three goals for the upcoming year and comment on the extent to which you met the previous year’s goals.

The faculty will review your self-evaluation by the start of the fall semester, provide you with the ratings of the collective faculty, and then provide you with written feedback to highlight particular areas of strength and/or areas in need of development. Please understand that the Program holds high expectations for its students, so ratings that reflect exceeded expectations will be reserved for exemplary performance given the student’s stage of training. Your faculty advisor will invite you to discuss any ratings that fall below expectations. In addition to a conference with your advisor, any ratings that indicate below expectations performance may trigger the development of a remediation plan.

**Ongoing Evaluation of Student Progress**

In addition to the annual student evaluation, the faculty has a dedicated portion of each regularly scheduled faculty meeting to discuss the knowledge, skills, dispositions, and professional behavior of individual students. If concerns arise out of class or field-site performance, appropriate and reasonable student support will be provided through the student remediation procedures below.

**Student Remediation Procedures**

Program faculty members provide frequent feedback to students regarding the development of their knowledge, skills, and professional dispositions through such mechanisms as evaluation of course tests and assignments, evaluation of practicum products, course grades, and annual evaluations. Likewise, field-based supervisors also provide feedback to students through field-site evaluations. These are considered routine mechanisms for feedback regarding one’s development. If sufficient concerns about a student’s functioning or ability to meet professional standards of performance are identified as a result of the ongoing review of student development, one or more of the following procedures will be implemented:

1. The student will be contacted by the faculty member who holds the concern(s) and asked to attend a meeting to discuss the nature of the concern(s) and ways to address the concern(s). A student should consider this to be formal notice that if the difficulty is not remedied, a formal remediation plan may become necessary, or if the problem intensifies, dismissal from the Program is possible.

2. If the concern(s) is significant and will remain a significant practice barrier if not addressed, a plan to remedy the concern(s) will be developed in a meeting attended by at least the student, the faculty member(s) who holds the concern, and the Program Director. The student’s advisor may also attend this meeting. If the Program Director is the faculty member who holds the concern, another faculty member will attend the meeting so that two faculty members represent the Program in the meeting. This remediation plan will attempt to operationally define the student’s
problem(s), identify the expected performance or behavior, specify possible methods that could be used to reach those goals, and designate a date for projected goal attainment or re-evaluation. During this remedial period, the student is considered to be on “probation” with the Program. If the student chooses not to accept the remediation plan, the student will be immediately dismissed from the Program.

The remediation plan will be reviewed in a time frame expressed on the document. At the time of review, and with the consensus of the larger Program faculty, the faculty members administering the remediation plan will share one of the following outcomes:

a. The specified concern(s) is no longer present or a significant barrier, and the student is allowed to continue in the Program with appropriate support.

b. Continued probation and remediation is necessary, so an updated remedial plan will be devised with a new progress review date.

c. Formal dismissal from the Program is necessary.

3. In cases where there has been an extraordinary breach of legal/ethical code, appropriate academic conduct, or Program policies and procedures, or if faculty concerns have not been successfully addressed through a formal remediation plan, dismissal from the Program will occur. The decision to dismiss a student follows a consensus decision of the faculty that dismissal is warranted.

During the student remediation process, and in light of the great time, expense, and emotion invested in graduate education, the faculty may recommend that the student withdraw himself or herself from the Program due to the faculty’s impression that the student is at great risk for never being able to meet Program expectations. This option is exercised out of concern for the student.

Retention Standards

The PhD School Psychology Program requires the following for students to maintain academic good standing in the Program:

Knowledge and Skills

1. Students must earn a grade of B- or above in all coursework and “pass” all practicum experiences.

2. If a student does not earn a B- or above in a course or “pass” a practicum experience, the course or practicum experience may only be re-taken one time. Automatic dismissal from the program will occur if a student does not successfully complete the second attempt of a course or practicum experience.

3. Students must receive acceptable yearly ratings by faculty on the student evaluation form as it pertains to knowledge and skill areas.

4. Students must be deemed eligible to continue to the next stage of training at the annual faculty review of student progress.
Dispositions and Professional Behavior

1. Retention in the Program requires that each student’s record be free of difficulties that would make it impossible for the Program to endorse the student for future practice or to place the student at field-sites because certification as a school psychologist by the Pennsylvania Department of Education requires a background check and documented absence of potentially relevant legal difficulties.

2. Students must receive acceptable yearly disposition and professional behavior ratings by faculty on the Annual Student Evaluation.

3. Students must receive acceptable ratings regarding dispositions and professional behavior from practicum and internship supervisors.

Students who do not meet the above criteria will be subject to a faculty-required remediation plan to develop and demonstrate mastery of essential competencies and/or demonstrate improvement with respect to professional dispositions and behavior. Depending on the severity of the issue, dismissal from the Program is possible. See student remediation procedures above.

Due Process: General Guidelines

Due process ensures that decisions made by Program faculty about graduate students are not arbitrary or biased, requires that Programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the student so he/she may challenge the Program’s action.

General Program due process guidelines include:

1. Presenting graduate students, in writing, with the Program’s expectations related to professional functioning (See Agreement of Understanding within new student checklist on the Current Students tab of Program Website)

2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals)

3. Articulating the various procedures and actions involved in making decisions regarding professional functioning

4. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies (See Student Performance Review form, Current Students tab of Program Website)

5. Providing written procedures to the graduate student which describes how the graduate student may appeal the Program’s action

6. Ensuring that the graduate student has sufficient time to respond to any action taken by the Program

7. Using input from multiple professional sources when making decisions or recommendations regarding the graduate student’s performance and

8. Documenting, in writing, in student’s file, and to all relevant parties, the action taken by the Program and its rationale.

The School of Education also has academic due process procedures may be accessed by students. These are included within the School of Education policy and procedure manual which can be found at: http://www.duq.edu/academics/schools/education/about-the-school/policies-and-procedures.
University-level, graduate student due process procedures also exist. These procedures are included in the current graduate course catalog and may be found more directly at:

Final Grade Appeal Policy

The purpose of the School of Education’s Final Grade Appeal Policy is to establish a clear, fair, and uniform process by which students may contest the final grade assigned to them for a course or other degree requirement. Final grades reflect exclusively the academic achievements of students and will be changed only in exceptional circumstances and only with the approval of the appropriate academic college/school dean. The School of Education Final Grade Appeal Policy may be found at: http://www.duq.edu/academics/university-catalogs/2016-2017-graduate/academic-policies/final-grade-appeal-policy.

New Student Test Kit Fee

All students will be assessed a one-time $100 protocol and test kit fee through student billing.

Student Mail Folders

Each PhD student has a folder in the mail room on the first floor of Canevin Hall. Students are encouraged to check the folder on a regular basis.

Program Student Files

Students may access their personal files in the Program office through their advisor. Child Abuse, Criminal Record Check, TB Test, and FBI Clearances are directly available from the Program assistant. Students may access the letters of recommendation from their application package, unless a letter is accompanied by the FERPA (Family Education Rights and Privacy Act) form declining access by the letter’s author.

Test Kits

The Program maintains an expansive test kit library for use during practicum experiences and internship. A one-time $100 test kit fee is assessed upon enrollment of the Program. With Program approval, test kits may also be used to complete the dissertation. The purchase of test protocols will be the responsibility of the PhD student if test kits are used for one’s dissertation. A test kit log is used to check out and check in test kits. This log can either be found in the Program office, or the Graduate Assistant office in the basement of Canevin Hall. The log will prompt you for your name, phone number, date needed, date checked out, and date checked in. A test kit must be returned within 48 hours of checking out the test kit. Failure to do so may result in a significant reduction in course participation and professionalism points. In the event that a test kit checked out to a student becomes lost, stolen, or damaged, it will be the student’s financial responsibility to replace the material(s). There is also a checklist for the components in each kit. It is the responsibility of
each student to check the contents of the kit prior to accepting possession of the test kit. Protocols for all test kits can be obtained through the Program and Graduate Assistant offices.

**Practicum and Internship Logs**

All students are required to keep accurate and up-to-date practicum and internship logs that detail all field experience activities. The Program has adopted, MyPsychTrack, as the mechanism to complete practicum and internship logs (http://www.mypsychtrack.com/). The website is free to our students. Please be certain when registering to select Duquesne University School Psychology as the program and correctly enter the email address of the School Psychology Program Director. MyPsychTrack has made the Program aware that the Program Director’s email address, not the program selected from the drop down menu, actually links our students to the Program. If a student has difficulty using the system or determining which category under which to log an activity, the university supervisor of the field experience may be consulted. For technical issues, the student is encouraged to contact MyPsychTrack.com directly. An advantage to using this system is that if the student elects to apply to an APPIC internship, the data can be easily exported into the APPIC application. Furthermore, “Summary Reports” can be run between two dates. That is how students may produce logs for a particular practicum experience, semester, or internship year. It is vital that students maintain accurate logs and complete them in a timely manner. The Program will require each student to submit a .pdf “Summary Report” from MyPsychTrack at the completion of advanced doctoral practicum activities and prior to being formally approved for internship. A final .pdf “Summary Report” regarding the internship year must be submitted to the Program office upon completion of the internship.

**School Psychology Program Graduate Assistant Evaluation Procedures and Timelines**

Students who have graduate research or teaching assistantships in the department are evaluated each semester by their faculty supervisors. Graduate assistantship reappointment is in part dependent on the results of these performance evaluations.

**Conference Posters**

Conference posters can be printed by the Duquesne University Copy Center. The average size of a color poster is 3’x4’ and costs approximately $50 (determined by the 4’ length). Please allow at least one week for printing.

**PhD Graduation Policy**

A PhD student will be eligible for graduation upon the completion of all Program requirements, including all coursework, the dissertation, and internship. Prior to the end of the semester of anticipated graduation, Students can apply for graduation via DORI. Once logged in, go to Self Service Banner-Student Information-Student Records-Apply to Graduate.
Certification

Upon completion of all requirements of the PhD Program, students will submit the required documentation for state certification to Student Academic Services in Canevin Hall for approval. The documentation will then be forwarded to the Pennsylvania Department of Education for certification.

Student Affiliates in School Psychology (SASP)

The Duquesne University School Psychology program supports a chapter of the graduate student organization known as Student Affiliates in School Psychology (SASP). SASP is both a national and local group that is responsible for voicing the needs and concerns of students to national and program-specific leadership as well as organizing fun, and at times informative, social gatherings to help enhance the graduate school experience.

At the national level, SASP is affiliated with Division 16 of the American Psychological Association (APA). Membership at the national level will provide students with an excellent opportunity to interact and network with other school psychology graduate students around the country. SASP at the national level is also responsible for many social gatherings at national conferences and provides students with opportunities to get involved in important issues that are relevant to graduate students. Students from Duquesne’s program have a strong history of participation in SASP at the national level and our students have been elected to several high-ranking offices in the group including President of the national organization. Students are able to become a member of SASP at the national level by visiting http://apadivision16.org/ and filling out the membership form. Membership is free the first year and $20 each year thereafter.

The goals and objectives of Duquesne’s local chapter of SASP mirror those of the national group. In a broad sense, the goals of our local SASP chapter are threefold. First, SASP serves as a line of formal communication between students and professors. If a student has any questions or concerns regarding program operation, alerting SASP leadership of those problems will assure that those concerns are quickly passed along to professors in a professional and confidential manner whenever possible. The Duquesne professors and SASP leadership have shown a strong ability to work through a broad range of student problems and concerns in the past and will continue to strive to work together to make the best of our students’ graduate school experience.

Second, our local chapter of SASP is responsible for planning and initiating several fun social gatherings for students program wide. These events include such activities as beginning and end of year picnics, several happy hour gatherings throughout the year, and a Halloween costume party hosted at a professor’s home. These activities are a great time to socialize with students both in and outside of a specific cohort as well as spend time socially with professors.

Finally, SASP provides opportunities for student growth through informative speaking events and community outreach opportunities. Each year, SASP plans a Speaker Series event which brings in individuals to discuss a research topic or skill that is relevant and interesting to our students and their futures in the field of school psychology. Also, SASP initiates several community service
opportunities that allow students to get together and give back to the local Pittsburgh communities in a variety of ways.

The Duquesne chapter of SASP also provides students with several opportunities to get involved in a leadership position. Elections for SASP leadership positions are held each spring. The SASP leadership board is comprised of:

- Two Co-Chairpersons
- Social Chairperson
- Treasurer
- Secretary
- Social Media Chairperson
- Speaker Series Chairperson
- Volunteer Chairperson
- Newsletter Chairperson
- Cohort Representatives – one member of each cohort which is chosen within the first two weeks of the fall semester

Formal SASP meetings are generally held monthly and are often open to all students of the program. Membership in our local chapter of SASP is strongly encouraged. The local chapter membership cost is $15 per year. These funds go to all local events such as socials, volunteer projects, speaker series, and other professional development opportunities. The local SASP chapter’s website is [http://www.duq.edu/sasp](http://www.duq.edu/sasp). The website is updated monthly with information specifically relating to the students. It is also encouraged for students to join the Duquesne University School Psychology Facebook page at [https://www.facebook.com/groups/78012575767/?fref=ts](https://www.facebook.com/groups/78012575767/?fref=ts)

**STUDENT RESOURCES**

**Office of Freshmen Development and Special Student Services**

Students with Disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At Duquesne University, the Office of Freshman Development and Special Student Services, located in Room 309 Duquesne Union (412) 396-6657, is responsible for determining reasonable accommodations and for assisting students in communicating these to faculty. Students should notify the faculty member, at the beginning of the term, if any reasonable accommodations are needed. Students need to be registered with the Office of Freshman Development and Special Student Services. Before accommodations will be granted, the faculty member should receive a memo confirming the recommendations for reasonable accommodations from the Office of Freshman Development and Special Student Services. The purpose for implementing reasonable accommodations is to allow for equal opportunity for students with disabilities. It is the student’s responsibility to demonstrate that the cognitive, behavioral and professional competencies have been acquired to a satisfactory degree in order for successful completion of the course.
Financial Aid, Health Insurance and Student Status

A full time graduate student is a student who is scheduled for five (5) or more credits per semester. Doctoral students taking at least one dissertation credit, or one internship credit are considered full-time students. Full time and half time graduate students are eligible for financial aid.

The Financial Aid Form states that only students scheduled for nine (9) or more credits will be considered for financial aid for that academic year. However, as per an agreement with the Financial Aid Office, students who are scheduled for at least 5 credits who are awarded loan money via the FAFSA process will most likely receive financial aid. Part-time students may not receive as large a refund (living expenses) in loans as they would have received if scheduled for full-time. Please call Financial Aid with any questions (412) 396-6607.

In light of the rising cost of health care and the negative effects of inadequate health care on a student’s academic experience, the University has instituted a new policy regarding student health insurance. Effective August 1, 2006, all full time students must have medical insurance coverage and provide the University with verifiable proof of coverage.

All full time students must have adequate medical insurance coverage and provide the University with verifiable proof of coverage. If you do not provide proof of insurance or enroll in the plan offered by the University, you will be automatically enrolled in the University's plan, and your student account will be billed for the cost of the insurance in two installments. If School Psychology PhD students are not already covered, they are eligible for the Duquesne Student Health Insurance Plan at a 50% discount if they enroll before the add/drop deadline for each semester. For more information, please go to: http://www.duq.edu/health-insurance

Gumberg Library and Curriculum Center

Students should visit Gumberg Library at www.library.duq.edu to familiarize themselves with the many resources available through the library. Students can also schedule a tour of the facility.

In addition, there is a practice manual for the School Psychology Praxis test available in the Sullivan Curriculum Library in the Gumberg Library: School Leaders and Services Study Guide (covers Administration and Supervision, School Psychologist and School Guidance and Counseling Tests). There are five copies available.

Graduate Assistantships

A limited number of Graduate Assistantships are offered in the School Psychology Program each academic year. They are open to full-time, graduate education students who are available to give approximately 10-20 hours of service per week from mid-August through mid-May. Application materials include a letter of intent and two letters of reference. Application materials should be sent directly to the Program for which you are applying. School Psychology application material should be sent to the School Psychology Program, G3 Canevin Hall, Pittsburgh, PA 15282.
Applications are typically due on March 1 and selections are typically made approximately by July 15.

Graduate Assistantships are offered every year and are not renewed automatically. Every student interested in a position must submit the application materials, even existing Graduate Assistants.

The Graduate Student Facilitator will conduct an orientation before the Fall semester each year for all Graduate Assistants working in the Program. The Facilitator will prepare a work schedule and will notify Graduate Assistants of their expectations. The Facilitator will also conduct a mid-year evaluation with input from all faculty members.

For the candidates selected to receive a School Psychology Graduate Assistantship, contracts are mailed from the Dean’s office in August. Bi-weekly time sheets are available in the Program Office and need to be completed and submitted to the Program office (G3 Canevin Hall) according to the deadline schedule from the Duquesne University Human Resources Office at http://www.duq.edu/work-at-du/human-resources-home.

Other Assistantships

The Dean’s office in the School of Education releases information regarding additional assistantships in early January. The application package for these assistantships should include a letter of intent, stating why an assistantship would help with your graduate studies, along with two letters of reference and a resume. The application material should be submitted by March 1.

For the candidates selected to receive an assistantship, contracts are mailed from the Dean’s office in August.

Interested students can also contact other departments or offices throughout the University to see if positions are available. Please refer to the University website http://www.duq.edu/admissions-and-aid/graduate/graduate-financing/employment-for-grad-students.

Graduate Assistantships are available throughout campus for other Programs. Students should contact individual Programs for opportunities. There is a list of positions held by School Psychology students. This list is available on the Program website under FAQ’s.

Grants, Scholarships and Fellowships

There is a list of available grants, scholarships and fellowships on the School Psychology website resource page. The Program Office also has a series of books on available grants.

Professional Organization Memberships

Students are strongly encouraged to consider joining the National Association of School Psychologists (NASP), the American Psychological Association (APA), Division 16 (School Psychology) of APA, the Association of School Psychologists of Pennsylvania (ASPP), the Pennsylvania Psychological Association (PPA), as well as the Duquesne University Student Affiliates
of School Psychology (SASP). These are valuable aids in your education. They will also continue to be valuable throughout your career in the forms of information dissemination, professional identity and networking, and continuing education.

**Continuing Education Opportunities**

Because professional learning and development should be a life-long process, the faculty strongly encourage students to attend the annual conferences of the Association of School Psychologists of Pennsylvania (ASPP), the Pennsylvania Psychological Association (PPA), the National Association of School Psychologists (NASP), and the American Psychological Association (APA), among the convening of the variety of professional societies and organizations that are related to the professional practice of psychology. These are important sources of continuing education beyond attendance in the Program.

**PROGRAM FORMS AND DOCUMENTS**

Program forms and documents can be found on the Current Students tab of the School Psychology Program website. The online system for logging Program activities is [www.mypychtrack.com](http://www.mypychtrack.com). The Program now provides field-site supervisors with electronic forms to rate practicum students and interns.