A Handbook for Ph.D. Students and Faculty
Division of Psychological and Quantitative Foundations
361 Lindquist Center
College of Education
The University of Iowa
Iowa City, IA 52242-1529

For Students Entering Fall 2010 and Subsequent Years

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Preface

Materials within this Student and Faculty handbook were assembled from various sources for the convenience of present and prospective graduate students in the School Psychology program. This handbook is not an official publication of The University of Iowa and is superseded in cases of conflict by The University of Iowa Manual of Rules and Regulations of the Graduate College (http://www.grad.uiowa.edu/graduate-college-manual). In keeping with the standards of the profession, certain program requirements are more stringent than those of the Graduate College. Policies are considered binding only within the School Psychology program and can be revised by program faculty. The remaining policies are those of the College of Education of The University of Iowa and are taken from various official University publications. A student is governed by the regulations operative on the date of entry into the program. The student signs a contract (Appendix A) to that effect; however, the student can choose to be regulated by policies introduced in subsequent semesters. Revisions to the Plan of Study and schedule of courses may be introduced at the beginning of an academic year.

Faculty in the School Psychology program adheres to confidentiality standards when dealing with students. Students can expect that information shared with faculty in confidence will be kept in confidence, unless mandatory disclosure is indicated for legal or ethical reasons. In all situations, faculty follows University, College, and Program policies in maintaining confidentiality.
Core Program Faculty

**SUSAN ASSOULINE**  
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Certified School Psychologist, State of Iowa

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**Interest areas:** Assessment and advocacy for students with advanced cognitive ability; social-emotional development of gifted students; academic acceleration of cognitively advanced students; twice-exceptionality (e.g., gifted and LD; gifted and on the autism spectrum)

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**Interest areas:** Consultation and organization development, professional practice issues, child custody, preservice training methods.

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**Interest areas:** Risk factors in children and adolescents, children with health problems, assessment issues for diverse groups of children (preschool through young adult), ethical and culturally competent services to clients.

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**Interest areas:** Early academic and social development (birth-8), school readiness, early school adjustment, General Outcome Measurement, and Response to Intervention

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**Interest areas:** Functional analysis and assessment procedures for children with ADHD and Disruptive Behavior Disorders, evaluation of medication effects in the classroom, behavioral interventions and treatments.

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**Interest areas:** Social emotional development in children and adolescents; programming for children with social emotional and behavioral difficulties in schools; and the educational achievement of children in underrepresented groups (children of migrant workers and from impoverished groups)

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Adjunct Faculty

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Program Overview

Accreditation and Licensure

The Ph.D. program in School Psychology at The University of Iowa is fully accredited by the American Psychological Association and is also approved by the National Association of School Psychologists. Completion of the Ph.D. degree and any experience requirements set forth in state law should make the student eligible to obtain licensure from a state department of public health. Completion of the program requirements and specific state requirements can also lead to licensure as a school psychologist by the Iowa Department of Education.

Program Philosophy and Training Model

Our primary purpose is to train students to be outstanding, ethical, and multiculturally competent scientist-practitioners who promote psychology as a profession and science for the betterment of the human condition.

As such, the program places high emphasis on instilling attitudes and skills necessary to become critical consumers of research, active disseminators of research, and valuable contributors to the scientific foundations of the field. In practice this means that students learn to define problems clearly within a systemic and ecological context; utilize theory and research to analyze problems systematically; select objective and replicable methods to test hypotheses using procedures appropriate for the problem and acceptable to the consumer; implement these procedures with fidelity, monitoring for potentially adverse effects; and empirically evaluate the validity of outcomes.

The philosophy of the School Psychology Program is articulated through program goals and objectives, curriculum, and applied training experiences.

Faculty and Students

Given that the profession of psychology is constantly evolving to meet human needs, faculty and students represent a variety of backgrounds and interests. The program is designed to encourage innovation in the delivery of psychological services in schools and a variety of other settings that serve children and their families (e.g., hospitals, mental health clinics). Collaboration occurs with other faculty members in the Colleges of Education and Liberal Arts and Sciences and faculty and staff in the Departments of Pediatrics and Psychiatry at the University of Iowa Hospitals and Clinics.

The members of the School Psychology program faculty reflect expertise as professional psychologists and researchers. In addition to their duties as faculty members, they maintain responsibility for portions of the program's administrative functioning. All members of the faculty are actively involved in professional associations that include traditional psychological associations such as the American Psychological Association, the National Association of School Psychologists, and the Iowa School Psychological Association as well as specific organizations such as the Council for Exceptional Children, Phi Delta Kappa, and Association of Behavior Analysts.

1If you have any questions regarding APA accreditation, please contact: The Office of Consultation and Accreditation, American Psychological Association, 750 First Street, N. E., Washington, DC 20002-4242; Phone: 202-336-5978 Fax: 202-336-5978

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The School Psychology program admits a limited number of students each year in order to ensure a close working relationship between faculty members and students. Our program is committed to fostering a collegial and respectful environment in a supportive, student-focused training program.

The student association (SPSA) serves as a vehicle to ensure that students are connected to each other and the faculty.

Students entering the program are highly diverse and represent a broad spectrum of educational and experiential backgrounds. Prior education typically is within psychology or a related field (e.g., special education, guidance, social work).

Once in the program, students work closely with faculty through coursework, research, assistantships, and applied experiences. Active participation in professional organizations is required; many students present at conferences, publish papers, and serve in professional organizations. Current and past students also have gained state and national recognition for their research and professional activities. Both as individuals and as a group, the students exemplify the program’s commitment to its goal of developing scientist practitioners.

Upon completion of the program, graduates obtain positions as school service providers, private practitioners, faculty members, and psychologists in community mental health agencies, residential settings, and pediatric and psychiatric settings (see http://www.education.uiowa.edu/schpsych/ProgramStatistics.htm).

Coursework

The University of Iowa School Psychology program involves students in the integration of course work in general psychology and school psychology with an active research program. Upon initial enrollment, each student receives a copy of the Plan of Study specific to the entering class.

Students complete course work in each of the following areas:

1) Scientific Psychology
2) Methodological and Theoretical Foundations of Practice
3) Psychological Assessment/Measurement and Interventions
4) Research Methods and Applications

Students may be admitted to the program and required to complete course work that is prerequisite to program requirements. Students with graduate credits may have some coursework substituted on the Plan of Study if equivalent coursework is approved by all faculty members (see Appendix B for Plan of Study Substitution Form).

Unless the program faculty members confirm an alternative arrangement in writing, students must register on a full-time basis—excluding summer semesters—for the first three years. (Full time is 9-12 semester hours.)

Academic accommodations are available for students with special needs. These are arranged through the Student Disability Service and governed by the University of Iowa Policy on Student Academic Accommodations (http://www.uiowa.edu/~sds/).

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Iowa School Psychology Credential

To practice as a school psychologist in the State of Iowa, students must complete Foundations of Special Education (7U:100). Iowa School Psychology licensure (Department of Education) is optional; however, students should acquire Iowa credentials to facilitate acquisition of credentials in other states. Furthermore, state requirements may always change and if a student does not obtain the credential upon completion of the program, additional coursework may be required at a later date.

Professional Training Opportunities

As part of the basic program requirements, all students are required to accumulate a minimum of 1050 hours of practicum. Students and faculty work collaboratively to arrange placements in a variety of sites on- and off-campus to ensure that students receive experiences related to coursework in assessment, intervention, and consultation with diverse clientele in a variety of settings. At least 750 clock hours of the 1050 clock hours of practicum must be in accredited school settings and must include experience at the elementary and secondary level in urban and rural settings. A school setting is defined by NASP standards as, “a setting in which the primary goal is education of P-12 students from diverse backgrounds, characteristics, abilities, disabilities, and needs. The school setting has available an external or internal pupil services unit that includes at least one credentialed school psychologist and provides a full range of services (http://www.nasponline.org/standards/index.aspx).”

Training initially begins in the schools to gain expertise in school-based services such as interdisciplinary team models, data-based decision making, and consultation. Additional training opportunities are also available within various University of Iowa clinics, such as Pediatrics, Child Psychiatry, the Belin-Blank Center for Gifted and Talented, and the University Counseling Services. Other specialized opportunities include services in community mental health centers, early childhood centers, alternative schools, reading clinics, and outreach programs in schools and homes. During practicum training, the student is supervised by a University supervisor and a site supervisor. Both the site supervisor and the University supervisor must be certified/licensed professionals. Ongoing evaluation of practicum sites and supervisors is conducted. For students who seek the Ed.S. degree while also completing their Ph.D. degree or those students stopping at an Ed.S. degree, they must complete 1200 clock hours of advanced field experiences (an Ed.S. level internship), 600 of which are in the public schools. (See Practicum Guidelines, Procedures, and Forms, Appendix C.)

All students are required to complete an 1800-clock-hour predoctoral internship on either a year-long full-time or a two-year, one-half time basis. Students are encouraged to select an APA- or APPIC-approved internship. Faculty provides extensive guidance and support in the selection of an internship site. (See also Internship Guidelines and Procedures, starting page 17 this document and Internship Forms, Appendix D.)

Research Training Opportunities

In addition to receiving training as practitioners, students are required to take an active part in research activities through participation in a research group and individual research projects (e.g., preliminary dissertation project and dissertation). Students may choose a research group from a variety of existing groups on campus, including those directed by school psychology faculty as well as those directed by faculty across the campus.

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Although not guaranteed, many students obtain a research assistantship, typically grant-supported, across a wide variety of areas. For example, students have been involved in an investigation into the effects of health problems on academic performance, a study of services to students in transition from high school to employment settings, and a number of projects investigating children with developmental disabilities.

The College and University also provide support for nationally-renowned guest lecturers throughout the year, allowing students not only access to current research findings, but also the opportunity to discuss their research interests with an expert in the field.

**Emphasis Opportunities**

Students have the option to add emphasis in a variety of areas. However, the only structured content areas at this time are in Pediatric Psychology (Appendix E), Gifted and Talented Psychoeducational Services (Appendix F), Multiculturalism (Appendix R), and College Teaching (Appendix S).

Areas of emphasis involve special requirements (e.g., 9 semester hours, a comprehensive exam, a special practicum, etc.). Students must submit a written proposal to their advisor indicating what courses will be taken and which faculty member(s) will be responsible for any supervision (see Appendix G for sample proposal). The proposal must be dated and signed by the student, the major advisor, and the School Psychology program director.

**Financial Assistance**

Financial aid is often available for **full-time** students. To seek aid, students are encouraged to first apply to the Financial Aid Office (FAFSA, federal financial aid) as soon as possible after **January 1** each year they are a graduate student. Students are also directed to funds available from the Graduate College (http://www.grad.uiowa.edu/financing-your-education), College of Education, (http://www.education.uiowa.edu/scholarships/grad.htm), and Financial Aid Office (http://www.uiowa.edu/financial-aid/). Sources of funding include teaching and research assistantships, special assistantships and grants, scholarships and awards, federal loans, and professional employment in the University or community.

Available assistantships are often announced through the listserv and a list can be accessed on the Internet (see http://www.grad.uiowa.edu/Students/FinancialSupport/GradAssistBB/Index.asp). Students are encouraged to check this site often and apply for more than one position.

**Other Resources**

1) **Workspace**

   a) All students who receive a research or teaching assistantship within the College of Education are given office space. The Office Manager of the Department of Psychological and Quantitative Foundations handles all requests for office space within Lindquist Center (LC) and coordinates allocation of office furniture and keys. (Keys for access to Lindquist Center during evening and weekend hours can be requested.)

   b) Jones Commons (N300 LC) contains vending machines and a microwave oven that can be used by students.

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c) The Graduate Student Center is available to students on the third floor of the Lindquist Center. The Graduate Student Center hosts a variety of types of spaces from quiet rooms to areas to practice conference presentations. There are lockers for use by those who do not have an office where they can lock up a backpack or purse, some place to recharge a laptop, and a kitchen for lunch and snacks. Access to the Graduate Student center is via scan lock, so only graduate students have access.

2) Communications

a) Since most announcements are sent to the School Psychology students via a listserv, the program requires that each student obtain a university e-mail account. Information regarding e-mail accounts can be obtained at the Weeg Computing Center (Weeg) which is part of Information Technology Services (see http://www.uiowa.edu/its/). Students are assigned and expected to use a “uiowa.edu” email account to communicate with faculty and receive university correspondence.

b) All students have access to a shared mailbox located in the P & Q office in 361 Lindquist Center. Students may use 361 LC as their campus mail address. Students are encouraged to check mailboxes regularly.

c) There is one mandatory meeting each semester for all students and faculty to share communication regarding program operation and to address student issues.

d) Three student representatives are elected by the school psychology student body to attend faculty meetings. The purpose of this is to express student concerns and address program issues. Meeting notes are prepared and shared with the school psychology list serv.

e) Students are asked to complete an annual evaluation (via survey) of the extent to which the program is meeting its objectives.

f) Every five years, alumni are anonymously surveyed regarding the extent to which the program met their needs. The survey also requests information regarding the professional status of alumni (i.e., place of employment, licensure).

3) Computer Facilities and other Research Supports

a) Instructional Technology Centers (ITCs) throughout campus provide research and instructional computing facilities to all students of the University. ITCs maintain and support many applications and platforms, and provide network connections to off-campus facilities. ITCs also provide users with noncredit educational services and consultative services on general computer use, equipment selection, laboratory support, database, and instructional design applications.

b) The Iowa Center for Assistive Technology Education and Research (ICATER), located in the College of Education, offers a place for the advancement and dissemination of assistive technology. The emphases of the Center are education, training and research. The center provides hands-on training in assistive technology to College of Education students and faculty. ICATER also engages in research projects to aid in examining the effectiveness of assistive technology in education, living and work.

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c) The Statistics Outreach Center helps UI College of Education faculty, staff, and students use quantitative statistical methods to produce high quality research. The Center offers short-term consulting on statistical data analysis and grant proposals to College of Education faculty, staff, and students at no charge.

d) Library (from Graduate College Website: http://www.grad.uiowa.edu/graduate-student-life/top-rate-facilities

“The University of Iowa's first-rate library system and up-to-date computing facilities offer a wealth of resources to graduate scholars. The UI's library system includes 11 departmental libraries and more than four million bound volumes, ranking 18th for overall holdings among the nation's public research universities. The UI library system includes access to more than 11,000 electronic journals so that our academic community can stay abreast of the latest in scholarship and research. The UI's commitment to technology includes 30 campus Instructional Technology Centers with 1,200 free computer stations. Wireless networking is available at 21 campus locations, and 115 classrooms are equipped with multimedia technology.”

e) I-Fellows http://www.education.uiowa.edu/gte/ifellows/Whatistheifellowsprogram.htm

“The Iowa Education Fellows Program is a comprehensive professional development initiative providing College of Education Ph.D. students with specialized programming and educational opportunities to prepare doctoral students for the rigors of the academy. Participants in the Iowa Education Fellows will develop the confidence and competence in pursuance of an academic career fulfilling the ideals of teaching, research, and service.”

Plan of Study

Students entering the program will receive a list of required courses (Plan of Study, Appendix H) and an anticipated Course Sequence, Appendix I). Students must meet with their advisor to articulate coursework plans for each semester. Students entering the program without a background in psychology may be required to take additional, prerequisite coursework. Students entering with completed graduate coursework may engage in a course substitution process. In order for a student to complete the program within five to six years, the student should plan to take at least 12 semester hours of credit per semester and 6 semester hours of credit per summer.

All advisors must maintain an advising folder for each of his or her advisees. Records of the student's Plan of Study, requests for curriculum substitutions (copies), and correspondence are kept in this folder. If the student changes his or her advisor, the folder is passed on to the new advisor. (The official change of Advisor form is available in Student Services, N310LC).

All advisors are to meet with their advisees a minimum of once a semester to discuss progress and each spring must write a progress letter to the students and the letter is placed in the student’s file in 361LC. It is expected that the advisors will meet with advises more than once a semester, but as advanced students are usually not on campus communication will take place via phone and e-mail. It is the advisor’s responsibility to make sure that students are aware of all deadlines and are meeting those deadlines.

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Typical Course Load and Sequence

In the first four years, students take coursework related to scientific psychology, methodological and theoretical foundations of practice, psychological assessment and measurement and interventions, research methods and applications, and practicum. By the end of second year, students must have completed their Preliminary Dissertation Project. At the end of the fourth year, the majority of course requirements should have been completed. The fifth year is flexible and usually involves the comprehensive portfolio defense, internship application, and completion of the dissertation proposal. The predoctoral internship generally occurs the final year in the program.

Students who hold half-time assistantships (20 hours per week) are limited to 12 hours per semester. During those semesters when 4-semester-hour courses in statistics are required, special arrangements for an overload registration may need to be made. Students with an assistantship may take fewer course hours during any semester.

Modifications to the Plan of Study

Students follow the Plan of Study in effect at the time of their entrance into the program. Modifications to this plan of study can occur in one of two ways.

1) The first way is through adoption of a Plan of Study enacted post-enrollment; in this case the student adopts the new plan in its entirety and this change is documented on the Student-Faculty Contract (Appendix A).

2) The second way is to petition the faculty for a substitution, such as when a student comes with graduate coursework already completed which might fulfill some of the School Psychology program’s requirements. In this situation, the student and his or her advisor carefully review all syllabi and transcripts related to the courses already taken and the advisor presents the Plan of Study Substitution Form (Appendix B) to the faculty for approval. In order to submit prior practicum experiences for substitution, students must provide documentation of contracts and evaluation forms in addition to transcripts. Review of the student’s previous graduate coursework and approval of substitutions to the plan of study must be completed by the end of the student’s first semester on campus, or the student forfeits his/her right to request any substitutions. The advisor will provide the student with a signed copy of the Plan of Study Substitution Form and also put one copy in the student’s advisory file. On rare occasions a student may request a substitution for some other reason, and these requests follow the general policy for requesting a substitution.

Preliminary Research Project Guidelines and Procedures

Committee

All Ph.D. students must complete a Preliminary Research Project or its equivalency. The research project should be completed by the end of the student’s second year in the program (e.g., prior to the start of the fall semester of the third year). The student must register for Research Project in School Psychology (7P:342) until the project is complete. If the student does not complete the Preliminary Research Project within the first two years, the student will be placed on probation for one semester and will not be allowed to register after that semester until the Project is completed (see Appendix T). The student will choose a research

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project committee in consultation with the major advisor and design and write their project as part of 7P:342. This committee must be constituted as follows:

1. Project Chair: major School Psychology advisor or alternate School Psychology faculty
2. One additional member from School Psychology
3. One member approved (tenure- or clinical-track) faculty within or outside School Psychology

A committee of at least three members is required; this committee must include at least two School Psychology faculty members, but may consist entirely of School Psychology faculty. More graduate faculty members from any related department may be added at the discretion of the student and major advisor. This full committee participates in two meetings: the Proposal meeting (fall semester of second year) and the Project Defense (spring semester of second year).

Guidelines

In preparing the Preliminary Research Project (which requires a Proposal meeting and a final Project Defense), the following guidelines apply:

Preparing Proposal

1) The student will work closely with their Project Chair to identify a Project of interest; as part of 7P:342, the student will receive instruction and constructive oral and written feedback in preparing a well-written proposal for the project (e.g., the Project Chair functions as the content expert and the instructor of 7P:342 supports the construction of the Project). The Proposal meeting must occur within the fall semester of the second year in order to have time to navigate the IRB process and complete and defend the final Project by the end of the spring semester of the second year.

2) It is recommended that the Proposal be approximately 15-20 pages long and include the following sections:

   a) Introduction (e.g., statement of the problem, brief literature review, and statement of hypotheses or research questions)

   b) Proposed methods (e.g., participants, measures, procedures).

3) The Proposal and completed project must be written in research report format (e.g., manuscript-style submission), conforming to the stylistic requirements of the Publication Manual of the American Psychological Association (6th ed.).

4) A convened Proposal approval meeting is required no later than the fall semester of the second year of study. The student must have explicit approval from his or her Project Chair before proceeding with a Proposal meeting. **Preferably two weeks, and no later than one week before this meeting**, the student must provide each committee member with a copy of the written Proposal that has been tentatively approved by his or her Project Chair. Approval of the Proposal requires unanimous endorsement of the committee. Written feedback regarding the Proposal and necessary changes for the final Project will be recorded by the

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Project Chair during the Proposal meeting, shared with the student, and then communicated by the student to the full committee.

Preparing Final Project

1) The Final Project must reflect a data-based study. Students are expected to comply with official IRB processes.

2) Following the completion of the Project and the approval by the Project Chair, the student must arrange a time for all committee members to attend an oral defense of the project.

3) Approval of the final written product and oral defense requires a majority vote of the student’s Preliminary Research Project committee.

4) Although not required, it is recommended that this Project be submitted for publication in an appropriate professional journal, and serve as a pilot study for the dissertation.

5) The signed Preliminary Project Approval Form (Appendix J) and copy of the approved final written product will be filed in the student's permanent file folder by the Project Chair. Additionally, completion forms must be filed with the College of Education Office of Student Services. A copy will be maintained by the Project Chair and a copy will be provided to the student.

6) The student will provide a copy of the final approved Project to each committee member.

Preliminary Research Project Equivalency

A data-based Ed.S. project or M.A. graduate thesis completed at another university may fulfill the Preliminary Research Project requirement. If a student has completed such a project, he or she must provide a copy of this master's thesis or formal research project with the Plan of Study Substitution Form (Appendix B) and the Preliminary Research Project Equivalency Approval Form (Appendix K) to his or her advisor as soon as he or she enters the program. Specifically, the advisor will review the project and seek detailed feedback from each faculty member prior to a School Psychology meeting where the project will be discussed.

The faculty will then vote whether to accept the project as satisfying the requirements. If there are less than a majority of votes to accept it, the student will be required to formally complete a Preliminary Research Project under the guidelines and register for 7P:342 in each of the first four semesters they are enrolled in the program.

Dissertation Guidelines and Procedures

Policies and procedures for dissertation are governed by the Graduate College and described in the Manual of Rules and Regulations of the Graduate College (http://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees).

Composition of Dissertation Committee

Unless the student requests an alternate arrangement, his or her School Psychology Advisor serves as chair of the dissertation committee. The Advisor must be informed by

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the student if he or she wishes to have a different dissertation chair. A non-School Psychology faculty member may only serve as a co-chair. According to Graduate College policy, when a clinical faculty is included in the committee, the clinical faculty may co-chair, but not chair the dissertation. In total, a committee must include a minimum of 5 recognized graduate faculty members, 4 of which must be tenure-track graduate faculty. Committee members must participate in two meetings: a Proposal meeting and a Final Defense.

The committee must include:
1. One School Psychology faculty member must, chair or co-chair the committee.
2. One other School Psychology faculty member must serve on the committee.
3. One faculty member from outside the P&Q Department.
4. Two other faculty members.

Student Responsibilities

1. Once a student has completed all coursework on the Plan of Study and successfully defended their Final Portfolio, they must register for a total of 10 sh of dissertation credits. Students may register for additional dissertation credits until completion.

2. Setting up the Committee
   a. The student is responsible for asking faculty members if they wish to serve on the committee.
   b. Faculty members need to know the topic of the dissertation, when the student expects to have a proposal meeting, and when he or she expects to defend the dissertation.
   c. The dissertation proposal meeting must occur before the student starts internship.

3. Checking deadlines and conventions
   a. The Office of Student Services has a listing of deadlines specific to the dissertation.
   b. The Main Library has copies of previous students’ dissertations which may serve as a model.
   c. The Graduate College provides details for formatting and submission (http://www.grad.uiowa.edu/theses-and-dissertations).

4. Setting up the Proposal Meeting
   a. The student is expected to have the first three chapters (e.g., introduction, review of literature, method) of the dissertation written and approved by his or her advisor before scheduling a dissertation proposal meeting.
   b. Each committee member must be given the proposed dissertation in paper format to read at least two weeks before the scheduled meeting.
   c. Written feedback regarding the Proposal and necessary changes for the dissertation will be recorded by the Chair during the Proposal meeting, shared with the student, and then communicated by the student to the full committee.

5. Working on the Dissertation
   a. Once a dissertation proposal has been approved, the student is responsible for carrying out the work and completing the dissertation with the assistance of the chair or co-chairs of his or her committee.

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b. The student should be aware that other committee members may or may not be willing to review drafts of the dissertation and offer feedback before it is complete.

c. **A student must register every semester (except summer) until the successful dissertation defense and the final deposit of the dissertation to the Graduate College. Failure to register will require readmission.** (see http://www.grad.uiowa.edu/academic-policies/continuous-registration)

6. Setting up the Dissertation Defense
   a. A final defense should **not** be scheduled without the approval of the chair or co-chairs.
   b. The student must complete all necessary forms; these are available in the Office of Teacher Education and Student Services (N310 Lindquist Center; see also http://www.education.uiowa.edu/tess/gradexam/index.html). The PhD defense dates must be officially declared in the Office of Teacher Education and Student Services (N310 LC) at least 2 weeks prior to the scheduled oral defense and established Graduate College deadlines (for deadlines see http://www.grad.uiowa.edu/academic-calendar).
   c. **The committee members must be given a paper copy of the complete dissertation to read at least two weeks before the scheduled final examination date.**

7. Preparing the final copy.
   a. The chair will note any recommendations made by the committee and work with the student to incorporate necessary changes. In some cases, the committee may ask to see the final document before signing the approval form.
   b. The student may access the Dissertation manual from The University of Iowa website, under Graduate College (http://www.grad.uiowa.edu/theses-and-dissertations/graduate-college-thesis-manual).
   c. The student must file the final, approved document with the Graduate College according to deadlines published.
   d. **The student should provide a final copy (paper or electronic) of the dissertation to each member of the committee unless the member requests otherwise.**

**Timing of Dissertation Defense Relative to Graduation**

If the student has completed the dissertation before internship, he or she may sit for the dissertation defense during the spring or summer semester of the internship year. The final deposit of the dissertation would then be made with the Graduate College during the semester that the internship has officially ended. The Statement of Completion of Internship Form (Appendix D) must be completed by both the student and the Internship Coordinator and placed in the student's permanent file prior to release for graduation.

**A student may graduate if, and only if, the official ending date of the internship is before the graduation date. A degree completed in the spring with an internship ending in the summer will have a degree conferred in August. A student may walk through graduation ceremonies after a successful dissertation defense; the graduate ceremony is distinct from official degree confirmation.**

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Internship Guidelines and Policies

The internship is an essential component of the doctoral program in school psychology. The internship is the culminating training experience to prepare individuals to function as independent professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. Furthermore, the internship facilitates the further development and integration of knowledge and skills gained from didactic instruction and practicum work.

Although there may be exceptions, the internship occurs primarily apart from the training program and is administered primarily by the internship setting. Nevertheless, the internship must consist of supervised experiences that will increase the student’s knowledge and skill level. It is the responsibility of the student to present an internship plan that provides for new experiences. Intern supervision is the joint responsibility of the University and internship supervisors.

The internship is further defined by its length and placement in the overall training sequence. Students spend a calendar year (or two years half time) at an internship setting approved by the School Psychology faculty. The Ph.D. program endorses standards for internships as developed by the American Psychological Association (APA) and the Council of Directors of School Psychology Programs (CDSPP). Students are expected to select an APA- or APPIC-approved internship or an approved experience within a school or clinic setting which clearly meets the rigorous standards set forth by the profession and summarized in the Guidelines and Principles for Accreditation of Programs in Professional Psychology (http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf)

Questions concerning internship should be directed to the Internship Coordinator.

Student Qualifications
In order to apply for internship the student must have:
1. Successfully completed all required course work.
2. Successfully completed the Preliminary Research Project or its equivalent.
3. Successfully completed all required practicum experiences and submitted appropriate documentation of these experiences

In order to begin the internship, the student must have:
1. Successfully completed the oral defense of the Comprehensive Portfolio.
2. Successfully proposed a dissertation topic as indicated by committee approval of the first three chapters of the dissertation.

Internship Application
The application for Internship must be completed by the student and submitted to the Director of Training/Internship Coordinator for review. Students must submit this form by May 1 prior to the internship year. The faculty will review the student's application and inform the student whether or not he/she is eligible to apply for an internship. The student may submit a completed Internship Approval form along with a detailed Internship Plan anytime after May 1 and a review of the request will be conducted within 30 days. A detailed internship plan must accompany all requests for internships but additional information is required for non APA-accredited internships. The decision to approve a site is dependent on many factors. Students are strongly

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encouraged to select an APA or APPIC approved internship or an approved experience within a school setting. Many academic and clinical positions require applicants to have completed an APA approved internship.

General Range of Activities and Time Allocation

The internship should provide experience in a range of assessment, direct intervention, and consultation activities conducted with and for children, adolescents, and/or their families. Additional activities may include research, supervision, education, and administrative functions. Students who complete their internship at an APA/APPIC approved site may simply participate in the structured rotations, specific activities, and supervision arrangements that have been defined as part of that site's program accreditation.

For students who secure internships at sites that are not accredited by APA/APPIC, the following range of activity and time allocation guidelines should be carefully followed in developing and completing the internship:

1) At least 10% (approximately 180 hours) of the intern's time should be spent in each of these primary activities: assessment, direct intervention, and consultation. However, the intern should spend no more than 50% (900 hours) of the time in any one activity.

2) At least 40% of the intern's time must be spent in direct client contact.

3) A minimum of two hours each week must be spent in regularly scheduled formal, face-to-face individual supervision of intern.

4) The intern may spend up to 30% (approximately 540 hours) of the total time in secondary professional activities: research (e.g., dissertation), supervision (e.g., providing supervision), education (i.e., learning activities), and administration.

Additional Structured Learning Experiences

Because the internship is a training experience, it should include additional structured learning activities. These include:

Research: Participation in research activities is not required as part of the internship. However, up to 30% of the time may be spent in research activities if this is permitted by the sponsoring internship agency. These may include only the following:

1) Dissertation Research - If the dissertation topic is not in keeping with the program of the internship agency, then the research activities should not impinge on that 75% of the intern's time devoted to direct service to the agency, nor should it impinge on any other activities of the agency and its staff.

2) Participation in ongoing research projects carried out and/or supervised by a professional employee of the internship agency.

Scheduled Learning Activities: An average of two hours a week (in addition to two hours of individual supervision) must be spent by the intern in scheduled learning activities. These may include the following:

1) Case conferences

2) Seminars dealing with professional issues

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3) In-service training

4) Observing other agency units in delivery of services

5) Meetings with professionals other than school psychologists (e.g., persons from other disciplines or other agencies)

6) Professional conventions

If the internship site does not have a minimum of two interns at the internship level of training during the applicants training period, arrangements can be made for interns from two different sites to meet for seminars dealing with professional issues. These seminars can be conducted by the University of Iowa supervisor if the students are participating in captive internships or by an approved University supervisor near the internship site. All of these arrangements must be made prior to the start of the internship.

Internship Credit Registration

Full-time interns register for 1 credit each semester (Fall, Spring, Summer) (7P:437: Internship in School Psychology), for a total of 3 credits for the internship. For a part-time internship, students register for 1 credit for each of six semesters over two consecutive years.

Appropriate Internship Settings

The internship setting is one in which psychological and educational services are provided primarily to children from 3 to 21 years of age. The setting may be a school (public or private), clinic, or hospital, provided that (a) interns are involved in the full range of professional activities, (b) a diversity of clients are served, including a wide range of children or (c) appropriate agency supervision is available, and (d) the student uses a title such as “intern” or “resident” or similar designation of trainee status.

Students occasionally desire to fulfill part or the entire internship requirement by working for the school district, mental health agency, or medical setting in which they are presently or have been employed. Such internship arrangements are strongly discouraged because objective supervision and appropriate learning experiences are frequently compromised when a former employee is cast into the role of intern with the new goals of both learning and service delivery. Students wishing to complete an internship in a setting in which they are or have been employed or have had extensive practicum experiences must demonstrate to the satisfaction of the school psychology faculty that they will be functioning in a new capacity that is essentially that of a trainee.

Number of Different Settings Per Internship

The total internship experience may occur in more than one setting (e.g., a consortium) provided that all internship placement criteria are met in each setting and that all internship experience requirements (e.g., hours, supervision, range of activities) are completed satisfactorily.

Each internship agency must have a professional psychologist who is clearly designated to be responsible for the integrity and quality of the internship experience (e.g., chief psychologist, director of training). This person may or may not serve as the intern's primary supervisor. The site-based internship supervisor and his/her colleagues are professional models and provide evaluations of professional skills for a critical period in an intern's training. Thus, the first

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requirement for internship sites is that the supervisor must have adequate time and authority to directly work with the intern.

**Approval by University**

Internship site approval is based on an evaluation of the written internship plan that specifies the range of activities offered to interns and the availability of qualified supervision. The Internship Coordinator reviews written internship plans that are submitted by individual students. These plans must be approved prior to any formal or contractual agreement between the intern and the site.

**Specification and Contracting of Internship Experiences**

The internship agency and intern prepare the written internship plan that explains the objectives and content of the internship. This plan includes:

1. Clearly stated expectations for the nature of the experiences offered in the agency.
2. Clearly stated expectations for the quality and quantity of work by the intern.
4. An outline of specific planned experiences for the intern that takes into consideration the student's educational background, experience, or professional goals.
5. Specification of salary, reimbursable travel, holidays, and other benefits.

Once approved by all parties, this written plan functions as a contract among the intern, the university, and the internship agency to ensure successful completion of all internship requirements.

**Site Supervision of Internship**

Internship supervision in the agency is the primary responsibility of the field supervisor, who acts as a liaison between the intern and the University of Iowa program.

The field supervisor is a doctoral level, field-based psychologist who is licensed as a psychologist by the Department of Public Health and or The Department of Education. Furthermore, this person should have demonstrated teaching or supervisory skills and worked for at least four years as a psychologist delivering psychological services to children/adolescents or young adults, including one year in his/her present setting.

The field supervisor may be an employee of the internship agency or an affiliate (e.g., consultant) of the agency who carries major responsibility for cases being supervised. When internship supervision is provided by an affiliate, then a regular staff member in the agency must be ultimately accountable to the intern and university (e.g., chief psychologist).

**University Supervision of Internship**

Intern supervision is the joint responsibility of the training institution and the professional staff of the internship agency. Internship experiences should, therefore, reflect the connection between training program, the internship setting, and the needs of the intern. To insure this connection,
communication with field supervisors and other staff at internship sites should occur on a continuous basis.

As needed, the program coordinator will submit to the internship agency a copy of this handbook describing criteria for internship placements.

*The field supervisor will inform the university supervisor of the specific program that has been established for the student internship and that this will reflect, in part, the needs stated in the guidelines outlined in this handbook.*

**Internship Evaluation**

At the midpoint of the internship, an evaluation of the intern will be completed by the site supervisor(s). The evaluation form at an APA or APPIC approved site may be used or the University of Iowa’s form will be used. The intern’s progress and any need for change will be clearly stated at this time. The evaluation form will also be completed during the final month of the internship and be sent to the University of Iowa’s Internship Coordinator. The University of Iowa School Psychology Internship Evaluation form is in Appendix D.

Interns are required to keep a written log of internship activities and reactions to and evaluations of those activities/experiences. This summary of activities is submitted to the University supervisor at a minimum of every three months. The intern is expected to maintain monthly contact with the University Internship Coordinator in person, e-mail, or phone.

The overall evaluation of internship activities is based on the written information obtained from the site supervisor(s), intern, and university supervisor.

There is one Department faculty member assigned to the internship course (the Internship Coordinator). This person will serve as the university liaison with the internship setting.

Interns will not be considered given a grade for the semester if the appropriate paperwork has not been turned in. At the completion of the internship, the University Internship Coordinator should have copies of midyear and final evaluations, logs for the entire year, evaluations by the interns of the site and site supervisor(s), and a Statement of Completion of Internship. These forms are in Appendix D.

**Appeal Process**

In the event that a student wishes to appeal an evaluation that has been given by the intern supervisor(s), procedures for appeal should be followed in the internship setting first. The intern should also inform the university supervisor of the decision to appeal an evaluation.

In the case of disagreement over a grade submitted by the university supervisor, procedures for student grievances at The University of Iowa should be followed.

**Leave of Absence Procedures**

To request a leave of absence from the program due to illness, family/personal emergency, military service, etc., students must transmit the request through his or her advisor to the Program Director. This letter should specify the nature of the request, supporting evidence, and a proposed timeline for reentry to the program. The request will be considered at a convened meeting of the faculty and will be either approved or disapproved by majority vote. (See also http://www.grad.uiowa.edu/manual-part-1-section-1-admission-to-the-graduate-college for Graduate College policies related to readmission.)

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All official documents will be forwarded to the Program Coordinator to be placed in the student's official folder in 361LC.

Complaint Procedures

The School Psychology Program provides each student with several avenues to question, clarify, or challenge policies and practices that affect the student. Students may request that information be held in confidence or presented anonymously. Four broad paths offer the student opportunities to resolve issues or questions:

1) The student is encouraged to talk with his or her advisor. For example, a student may be unclear about how to satisfy specific program requirements or may seek to receive a waiver of a particular requirement. The advisor can often help the student understand how policies and practices affect the student's choices. The student and advisor may be unable to agree on resolving a question; at which point, the School Psychology faculty can be approached.

2) The School Psychology faculty meets monthly to plan and to consider an array of issues. Each month during the fall and spring semesters, faculty members are available to consider petitions from students. A student may ask the faculty for clarification or waiver of a policy, or the student could request the opportunity to address the faculty on any issue of concern to that student. Decisions by the faculty are by majority vote. The School Psychology Student Association representatives attend each meeting of the SP faculty and can present concerns from students during any monthly session.

3) Students in the College of Education may appeal any program decision that affects them. The appeal procedure is spelled out in the College of Education's Complaint Procedures for Undergraduate and Graduate Students (http://www.education.uiowa.edu/coedean/policies/student_complaint/index.html) as well as the Graduate College (http://www.grad.uiowa.edu/academic-policies/academic-grievance-procedure).

4) The Office of the Ombudsperson offers informal resolution, mediation, and/or negotiation to faculty, staff, and students. Appointments are encouraged and can be made by e-mail (ombudsperson@uiowa.edu) or by telephone (335-3608). Further information can be found at http://www.uiowa.edu/~ooombuds/.

5) An official summary of the concerns and issues can be submitted to the Program Director for the student’s permanent file.

Guidelines for Evaluating Student Progress

Student Progress and Evaluation

The School Psychology program is a full-time program. The Graduate College policies explain University residency requirements (http://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees#1.12.C.).”Residency” means that a student must be enrolled for a minimum of 9 sh for two

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consecutive semesters or enrolled for a minimum of 6 sh in three consecutive semester hours with a quarter-time assistantship. Also, a student must be enrolled full-time in the school psychology doctoral program for three years to be awarded a degree and be eligible for APA- or APPIC-approved internships. Students who cannot complete the program on a full-time basis must petition the faculty for a waiver. Under normal circumstances, a student entering with a bachelor’s degree in psychology should progress through the program in five or six years.

Student progress is evaluated by the faculty on an annual basis through scheduled portfolio meetings and progress letters. Portfolio requirements are in line with the program goals and objectives, and include such things as samples of student work, an updated vita, and reflections on goals and professional development (Appendix L provides a checklist for the portfolio requirements). Upon reviewing the portfolio, current transcript, practicum evaluations and any other documentation, the faculty provides feedback to the student regarding his or her progress orally (at the meeting) and in writing (in the form of a progress letter from the advisor). If necessary, a remedial plan is developed for the student and given to the student in written form.

In addition to academic progress, students must display appropriate levels of emotional stability and interpersonal skills needed to conduct themselves professionally. Adherence to University of Iowa policies and professional codes of ethics is expected. (See APA Ethical Principles and Code of Conduct at http://www.apa.org/ethics/code2002.html, University of Iowa Sexual Harassment Policy at http://www.uiowa.edu/~eod/policies/sexual-har-policy/index.html, and University of Iowa Policy on Student Academic Misconduct at http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml; APA Assessment of Competency (http://www.apa.org/ed/resources/competency-revised.pdf); and APA Competency Benchmarks (http://www.apa.org/education/grad/competency-benchmarks.pdf- Appendix M). See also Appendix N for program policy regarding student misconduct and competence.

**Annual Portfolio Review**

The Program Director will notify all program students (including students post-internship and ABD) of the date of the spring semester Annual Portfolio review meetings, so the student can prepare his or her materials and submit them to faculty members one week before the meeting date. One week before the meeting date, the advisor should have reviewed and signed off on the binder of complete materials and place the binder in 361 LC; the student must also send electronic copies of items 2 and 3 (see Portfolio Requirements, Appendix L) to all faculty members. Faculty will evaluate and provide comments on materials. The review meetings will occur within the final six weeks of the spring semester; there may be exceptions for the timing of the meetings for students who are post-internship and ABD.

The student and his or her advisor will meet prior to the spring review meeting to discuss the student's progress in the program. Specific criteria areas include the following (see also Appendices L and O):

1) Progress toward completion of required course work and commensurate achievement (minimum grade-point average of 3.0 across all courses; see The University of Iowa General Catalog; http://www.registrar.uiowa.edu/registrar/catalog).

2) Progress in completion of required practica and commensurate achievement.

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3) Progress in completion of research (normal progress is presenting the Preliminary Research Project prospectus in the second year, completing the Preliminary Research Project by the end of the second year) and research-related activities (e.g., presenting a paper at a convention, obtaining a graduate assistantship).

4) Progress toward Comprehensive Portfolio (normal progress is successfully defending the Comprehensive Portfolio by the end of the fourth or fifth year) and dissertation (normal progress is successfully proposing the dissertation project prior to applying for internship [by the end of the fourth year], and successfully defending the dissertation by the end of the fifth or sixth year).

At the beginning of the Annual Portfolio Review Meeting, the student presents a summary of progress for the academic year. The faculty will discuss and evaluate the student's progress and development in academic, research, and practice areas. During the meeting, the student’s advisor maintains a record of remarks made about the student’s progress. These remarks become part of Annual Student Progress Letter (see example in Appendix O) sent to the student and placed in the student’s permanent file. The portfolio will be evaluated on a 3-point scale, and a final rating, decided by majority vote, will be determined:

1 = The portfolio lacks some essential elements and must be completed before the student is given the annual progress letter. If the student does not complete the portfolio, then a letter indicating unsatisfactory progress will be placed in his or her file.

2 = The portfolio contains all of the required components, it is organized and the writing is clear and concise.

3 = The portfolio contains all of the required components, it is well-organized, the writing is clear and concise, and the student has gone beyond the essential requirements in order to provide evidence of his/her personal and/or professional growth.

Annual Student Progress Letter

The annual letter will summarize student progress and competencies and is based on discussion from the Annual Portfolio Review Meeting as well as progress toward the 7 program goals (see also Appendix P):

1) develops an identity as a professional psychologist
2) develops an understanding of theoretical and empirical foundations in the science of psychology with specific application to children and schools
3) understands and works within ethical and legal boundaries of the profession
4) integrates awareness of, knowledge of, and sensitivity to individual and cultural differences
5) demonstrates skills in consultation and collaborative services to families, schools, and community systems
6) implements empirically-based assessment and intervention procedures
7) demonstrates skills and attitudes for life-long learning (e.g., professional and personal appraisal)

The annual letter will provide an overall rating in the following categories:

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A) *Excellent:*

The student is making excellent progress through the program and demonstrating competence across all 7 program goals; in addition to progressing at a satisfactory rate through courses, and completing research and the Comprehensive Portfolio at the normal rate, the student is excelling in practice and conduct.

B) *Satisfactory:*

The student is making satisfactory progress through the program and across all 7 program goals; the student has completed the requirements for that semester and is achieving at a satisfactory level in research, course work, practica, and conduct.

C) *Unsatisfactory:*

The student's progress is unsatisfactory; the student has not completed the requirements for the semester or is not achieving at a desired level in course work, research, practicum, or is not behaving in a professional or ethical manner.

D) *Probation:*

The student is on formal probation.

a. The Graduate College may put a student on probation after completion of 8 s.h. if his or her grade-point average falls below 3.0. If after completing an additional 8 s.h., the student maintains a GPA below 3.0, the student will be dropped from the program and denied permission to register. If a student applies for and is accepted to a non-doctoral degree program, the student will be allowed to register. However, a student on probation shall not be permitted to take comprehensive or final examinations leading to any graduate degree or certificate. (http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal).

b. The School Psychology faculty may place a student on probation if he or she receives a designation of unsatisfactory progress for **two sequential semesters.**

(1) When a student is put on probation, he or she receives a letter which clearly specifies the nature of the deficiencies, the criteria for removing or addressing the deficiencies, and the length of time of the probationary period.

(2) If the end of the probationary period does not coincide with a semester review meeting, the faculty will review the student at the first regularly scheduled faculty meeting after the close of the probationary period.

   (a) At this meeting, the advisor and the student will document the degree to which the student has fulfilled the stipulations.

   (b) After discussion with the student, faculty by majority vote will decide to do one of the following

   • The student will be removed from probationary status.
   • The student will receive an extension of the probationary period (only one extension allowed).
   • The student will be terminated from the program.
(c) If the student chooses not to be present at the meeting, the faculty after reviewing all documentation will decide among the options presented in “b.”

(4) Termination:
A student may be terminated from the program without a probationary period for reasons that are both extremely serious and unusual in nature. In this case, the faculty would hold a formal review of the student prior to the termination and seek consultation from Legal Counsel. (See also Appendix N).

A student may disagree with the faculty evaluation. He or she may address the faculty—through the Program Director—in writing, with regard to the points of disagreement. The Director will then inform the faculty of the student's disagreement at the next regularly scheduled meeting (i.e., each month during the fall and spring semesters). The student has the option of requesting, through his or her advisor, a special faculty meeting to discuss the points of disagreement.

The letter to the student—and the student's points of disagreement, if there are any—will be kept in the student's permanent file.

Comprehensive Portfolio Defense

With the advisor’s approval, a student submits an application for the Comprehensive Examination to the Graduate College. The Comprehensive Portfolio Defense satisfies the Graduate College’s requirement for a Comprehensive Examination. A student must compose a committee of 5 faculty members to serve on the Comprehensive Portfolio Committee (see Appendix L).

The Comprehensive Portfolio contains all of the required artifacts for the annual portfolio in addition to a Comprehensive Case Study and a statement about the student’s theoretical orientation to case conceptualization. The student must be prepared to present and defend the case at a scheduled defense meeting. The committee members will focus on the case study, but have the right to ask the student about any aspects of the Comprehensive Portfolio.

The student’s advisor must approve all components of the Comprehensive Portfolio before the student is allowed to defend the portfolio. At least one week prior to oral defense of the Comprehensive Portfolio, the student should place materials in the P&Q office for the committee to review. The student should send an electronic copy of his/her vita, case study, and theoretical orientation to the committee members. See Appendix L for a detailed description of the requirements for this portfolio.

Graduation Contracting

Procedures for graduation contracting apply to students who are beyond their fifth year and are as follows (see also Appendix S):

1) Plans will be filed as part of the annual portfolio (April) review by each sixth-year student and students beyond the sixth year and subsequently reviewed by the program faculty for approval.

2) The plan must specify the process and tasks with specific timelines for completion.

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3) To maintain satisfactory progress in the program, students must meet the timelines in their approved plan.

4) Continuous Registration - Students are required to register each semester after passing the doctoral comprehensive examination until the degree is awarded. If a student fails to register, he or she may not be readmitted to doctoral candidacy unless the readmission is approved by the advisor, the department executive, and the Graduate College dean (http://www.grad.uiowa.edu/academic-policies/continuous-registration).

Student Employment Policy and Guidelines

The following policies apply to uncertified, unlicensed students engaged in professional and other employment:

1) The advisor must be informed of all employment experiences, both paid and unpaid. (see Employment Endorsement Form, Appendix Q; complete one form for each position.)

2) The advisor will evaluate the following aspects of professional employment:
   a. the agency, client population, responsibilities and tasks to be performed by the student
   b. the degree of independent functioning assumed by the student on the job
   c. the supervision provided to the student (who will be supervising, the supervision/monitoring process, and the licensure status of the supervisor)

3) If a student is offering services to the general public of a psychological nature as part of his or her employment, he or she must:
   a. be certified or licensed or hold appropriate credentials.
   b. be supervised by a licensed psychologist.
   c. demonstrate that appropriate malpractice insurance is available to the student through the supervisor.